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CATALOGUE

OF THE

OHIO UNIVERSITY

FOR 1891-2

AND

CIRCULAR OF INFORMATION

FOR '93

THE CAMPUS, FRONT VIEW.

CATALOGUE

OF THE

OHIO UNIVERSITY

FOR 1891-2

AND

CIRCULAR OF INFORMATION

FOR '93

THIS CATALOGUE IS ISSUED AT THE CLOSE OF THE FALL TERM. ADDITIONAL INFORMATION NOT READY WHEN IT GOES TO PRESS WILL BE MADE PUBLIC BY A SPECIAL CIRCULAR IN THE COURSE OF A FEW MONTHS.

COLUMBUS, O.:
PRESS OF HANN & ADAIR
1892

ORDER OF EXERCISES.

COMMENCEMENT WEEK, JUNE, '92.

SATURDAY, June 18th.—8:00 P. M., University Address, Rev. H. A. Cleveland, D. D., Indianapolis, Ind.

SUNDAY, June 19th —10:30 A. M., Annual Address, Dr. G. Frederick Wright, Oberlin Theological Seminary. 7:30 P. M., Annual Sermon, Rev. S. D. Hutsinpiller, A. M., Toledo, Ohio.

MONDAY, June 20th.— 3:00 P. M., Annual Meeting of Board of Trustees. 7:30 P. M., Annual Contest between the three Literary Societies.

TUESDAY, June 21st.— 10:00 A. M., Commencement of the Pedagogical Department; Address by Professor W. F. Peirce. 8:00 P. M., Alumni Addresses.

WEDNESDAY, June 22d.— 9:00 A. M., Commencement; Addresses of Graduates; Master's Oration by James E. Kinnison, Jackson, Ohio. 8:00 to 11:00 P. M., President's Reception.

CALENDAR FOR 1893.

SPRING TERM begins March 21.

SENIOR EXAMINATIONS begin the last Thursday in May.

SATURDAY, June 24.— Annual Address.

SUNDAY, June 25.— Baccalaureate Address and Annual Sermon.

MONDAY, June 26.— Annual Meeting of Board of Trustees and Anniversary of Literary Societies.

TUESDAY, June 27.— Commencement of the Pedagogical Department and Alumni Anniversary.

WEDNESDAY, June 28.— Commencement of the Collegiate Department and President's Reception.

SUMMER TERM begins July 10, and ends August 25.

FALL TERM begins September 5, and ends November 29.

WINTER TERM begins December 5.

Date of Annual Field Day not fixed at the time of issuing this catalogue.

CORPORATION.

BOARD OF TRUSTEES.

		APPOINTED.
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Hon. Horace Wilson	Columbus	1853
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Hon. Charles Townsend	Athens	1887
Rev. Earl Cranston, D. D	Cincinnati	1888
Rev. David H. Moore, D. D	Cincinnati	1889
Supt. C. C. Davidson, A. M	Alliance	1891
Prof. A. Leue, Ph. D	Cincinnati	1891
R. E. Hamblin	Pomeroy	1890
Geo. M. Woodbridge, Esq	Bellaire	1890
Lucien J. Fenton, Esq	Winchester	1892
Rev. J. Frederic Moreland, A. M., B. D	Cincinnati	1892
Henry T. Brown, Esq	Athens	1892
J. E. Benson	Cleveland	1892

OFFICERS OF THE BOARD.

CHARLES W. SUPER, *President.*
HON. E. H. MOORE, *Treasurer.*
L. M. JEWETT, ESQ., *Secretary and Auditor.*

EXECUTIVE COMMITTEE.

ROBERT E. HAMBLIN,
VIRGIL C. LOWRY,
CHARLES W. SUPER,
*HENRY T. BROWN, ESQ.,
LEONIDAS M. JEWETT,
ELIAKIM H. MOORE,
CHARLES TOWNSEND,
E. J. JONES, ESQ.

*Died July 28, 1892.

FACULTY.

CHARLES W. SUPER,

President and Professor of Greek.

A. B., Dickinson College, '66; Teacher in Public Schools, '66-'69; University of Tuebingen, '69-'71; Professor of Languages, Cincinnati Wesleyan College, '72-'78; Ph. D., Illinois Wesleyan University, '74; Student of Law, '78-'79; Professor of Greek, Ohio University, '79-...; A. M., Syracuse University, '81; President Ohio University, '83-...; Joint Editor Journal of Pedagogy, '87-'91; Translator of Weil's Order of Words; Author of a History of the German Language, and several Monographs; Contributor to National Quarterly Review, Education, American Journal of Philology, School and College, Bibliotheca Sacra, etc.; Holder of State Teacher's Life Certificate.

DAVID J. EVANS,

Professor of Latin.

A. B., Ohio University, '71; Superintendent of Schools, '71-'73; A. M., Ohio University, '74; Professor of Natural Science, Union Christian College, '73-'75; Professor of Latin, ibid., '75-'80; Principal Putnam Collegiate Institute, '80-'82; Professor of Latin, Ohio University, '82.

WILLIAM HOOVER,

Professor of Mathematics and Astronomy.

A. M., Wooster University; Ph. D., Wooster University; Member of London Mathematical Society; Member of New York Mathematical Society; and Member of the American Association for the Advancement of Science.

_____*

Professor of Chemistry.

*This chair will be filled before the end of the year. Arrangements have already been made to that effect.

Willis Boughton,

Professor of Rhetoric and English Literature.

A. B., University of Michigan, '81; Journalist, '81-'82; Teacher in Cincinnati, '87-'89; Professor English Literature and History, Ohio University, '89-'91; A. M., Dickinson College, '91; Joint Editor Journal of Pedagogy, '90-'91; Professor of Rhetoric, University of Pennsylvania, '91-'92; Professor of Rhetoric and English Literature, Ohio University, '92-...; Joint Author of Allen's History of Civilization; Author of Mythology in Art; Contributor to the Arena, Book News, University Extension, etc.

Henry E. Chapin,

Professor of Biology and Geology.

B. S., Massachusetts Agricultural College, and Boston University, '81; Journalist, '83-'86; J. H. U., '86-'87; Teacher Natural Science, State Normal School, Bloomsburg, Pa., '88-'90, and Biology High School, Springfield (Mass.), '90-'91; Professor of Biology and Geology, Ohio University, '91-...; M. S., Michigan Agricultural College, '92; Joint Author of Chapin and Deming's Text-Book of Biology.

Wilber M. Stine,

Professor of Physics.

Ph. B., Dickinson College, '86, M. S., '89; Assistant Professor of Physics and Chemistry, Ohio University, '86-'88; Professor of Physics and Chemistry, ibid., '88-'92; Professor of Physics, '92-...; Contributor to Electrical Review, Scientific American and Supplement, Popular Science News, Science, etc.

John P. Gordy,

Professor of Philosophy and Pedagogy.

A. B., Wesleyan University (Conn.), 1878; Tutor in Philosophy, ibid., '78-'83; Ph. D., Leipsic University, '84; Graduate Student at Yale '85; Professor Ohio University, '86-...; Joint Editor Journal of Pedagogy '87-'89; Translator of Kuno Fischer's History of Modern Philosophy; Author of Elements of Psychology, Studies in American History, Rise and Growth of the Normal School Idea in the United States; Contributor to Methodist Review, Andover Review, New Englander, Philosophical Review, etc.

James E. Le Rossignol,

Professor of Ethics and Psychology.

B. A., McGill University (Montreal), '88; Honor Student in Mathe-

matics and Classics; Gold Medallist in Natural Science; Ph. D., Leipsic University, '92; Lecturer in Clark University, '92; Professor in Ohio University, '92-...; Author of the Ethical System of Samuel Clarke.

Eli Dunkle,

Principal of Preparatory Department and Associate Professor of Greek.

A. B., Ohio University, '77, A. M., '80; Teacher in Public Schools, '77-'84; Principal of Preparatory Department, Ohio University, '84-...; Associate Professor of Greek, Ohio University, '92-....

Catherine A. Findley,

Instructor in Elocution and Reading.

Graduate of Punchard School, Andover (Mass.), '65; Teacher in Public Schools of Andover, '65-'71, and of Salem, '71-'75; Graduate of Boston University School of Oratory, '77; Teacher in Private Schools of Andover, '77-'83; Teacher in Keystone State Normal School, '83-'88; Teacher in Ohio University, '88-...; Student in Boston School of Expression, '89-'91.

Kate Cranz,

Instructor in German and French.

Student at Buchtel College, '76-'78; Graduate of Dexter Normal School (Ia.), '81; Teacher in Cleveland Public Schools, '81-'82; Teacher in Akron, '82-'85; Student in Germany, '83-'85; Instructor in German and French, Ohio University, '88-...; Student in Paris, '92.

Sarah Stinson.

Former Student in Art Schools in Cincinnati and New York; Pupil of T. C. Lindsay.

Brewster O. Higley,

Instructor in American History and Political Economy.

B. Ph., Ohio University, '92.

Horace M. Conaway,

Instructor in Latin and European History.

A. B., Scio College, '88; Teacher in same, '86-'88; In the ministry '89-'90; A. B., Ohio University, '92.

JOHN E. SNOW,

Assistant in Chemistry.

B. S., Ohio University, '92.

HOMER R. HIGLEY,

B. S., O. U., '92; Holder of Scholarship in Mathematics.

CHARLES E. WESTERVELT,

A. B., O. U., '92; Holder of Scholarship in English Literature.

ACADEMIC HONORS.

CONFERRED IN JUNE, '92.

BACHELORS OF ARTS IN COURSE.

HORACE M. CONAWAY, CARRIE A. MATHEWS,
SHEPHERD S. HUMPHREY, ANNA PEARL MACVAY,
WESLEY B. LAWRENCE, DUDLEY W. WELCH,
CHARLES E. WESTERVELT.

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BACHELORS OF SCIENCE IN COURSE.

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CHARLES E. WESTERVELT.

MASTER OF ARTS IN COURSE.

JAMES E. KINNISON.

DOCTORS OF PHILOSOPHY IN COURSE.

CHARLES W. RISHELL, HENRY H. FICK.

DOCTORS OF DIVINITY—Honoris Causa.

J. CROSSBY ROBERTS, JAMES H. GARDNER,
ALBERT J. NAST.

DOCTOR OF LAWS—Honoris Causa.

BURKE A. HINSDALE.

LIST OF STUDENTS.

COLLEGIATE DEPARTMENT.

SENIORS.

NAME.	ADDRESS.	ROOM.
Bargus, Alvin D	Collins	Mrs. Blackstone's
Beery, Clyde F	North Berne	Prof. Dunkle's
Elliott, George A	Sharpsburg	45 E. C.
Ginn, John W	Athens	44 E. C.
Grosvenor, Grace	Athens	Gen. Grosvenor's
Hensel, M. Wesley	New Alexandria, Pa.	Jasper Drake's
Hyde, William H	Collins	Mrs. Blackstone's
Kirkendall, Fred E. Clair	Dawkins Mills	S. B. Pickering's
McPherson, Wm. B	Jasper	R. W. Roach's
McVay, Bertha W	Athens	W. W. McVay's
Mardis, Samuel K	Gnadenhutten	Union St., Athens
Mathews, Charles G	Athens	S. L. Mathews's
Ryan, Ellen Jane	Athens	Fred Ryan's
Stalder, Harry G	Athens	Fred Stalder's
Tinker, Elisha A	Austin	L. W. Russell's
Walker, Lon C	New Madison	Jacob Weihr's
Wolford, Howard A	Frazeysburgh	Jacob Weihr's

JUNIORS.

Atkinson, John H	Nelsonville	49 E. C.
Baker, Emmett E	Athens	D. M. Burchfield's
Biddle, David H	Fisher's	76 E. C.
Bothwell, Walter J	McArthur	Prof. Dunkle's
Bright, Pascal A	Logan	A. O. Sloane's
Brown, Mary E	Athens	S. L. Mathews's
Foster, Israel Moore	Athens	F. E. Foster's
Haning, Harley H	Downington	Mrs. Fuller's

NAME.	ADDRESS.	ROOM.
Harlor, Joseph A	Lockbourne	Mr. B. O. Higley's
* Matheny, Edward L	Tupper's Plains	D. M. Burchfield's
Norton, Sara Alberta	Athens	Maj. Norton's
Pickett, John C	Glen Ebon	46 E. C
Schwefel, Carrie S	Athens	Mrs. Schwefel's
Westervelt, James	Athens	Rev. H. B. Westervelt's

SOPHOMORES.

Armstrong, Lawrence E.	Cove	Asylum
Clark, John L	Downington	R. W. Roach's
Collier, Wm. Park	Wheeling, W. Va	Aaron Dell's
† Day, Elza A	Elizabeth, W. Va.	W. A. LeFavor's
Dowd, John Chase	McArthur	Prof. Dunkle's
Dutter, Herman O	Freedom Sta	44 E. C.
Eikenberry, Eby C	Edward's	S. N. Hobson's
Evans, Wm. Morrison	Athens	Prof. Evans's
Foster, Elizabeth M	Athens	W. B. Foster's
Herrold, Amy	Athens	J. T. Herrold's
Jones, Clarence	Hibbardsville	L. McVay's
Lawrence, Perly B	Athens	W. A. Lawrence's
McFarland, Thomas A.	Zaleski	Jasper Bobo's
McGinley, Llewellyn D.	North Liberty	S. B. Pickering's
Moore, Levi B	Piketon	S. N. Hobson's
O'Conner, Margaret.	Armadale	Wm. O. Foley's
Roach, Minnie O	Athens	R. W. Roach's
Super, Ralph Clewell	Athens	Pres. Super's
Weihr, Annette	Athens	Jacob Weihr's
Young, Thomas L	Marshfield	J. H. Dailey's

FRESHMEN.

Bartlett, Henry Graham	New Plymouth	R. W. Roach's
Bebout, James	Athens	Vine Street
Bertstresser, Myrtine	Richmonddale	R. L. Hooper's

---

* Died at North Brookfield, N. Y., September 5th.

† Died at Athens, O., Aug. 25, '92.

NAME.	ADDRESS.	ROOM.
Brown, George Wilber	Piketon	S N. Hobson's
Cobb, Edward H	Wellston	S. B. Pickering's
Cornwell, David Benj	Athens	D. C. Cornwell's
Crecelius, William A	Milan	East College
Dailey, William A	Athens	J. D. Dailey's
Falloon, Jessie B	Athens	George Falloon's
Frank, Blanche	Fairfield	Mrs. H. Thompson's
Garster, Adam Newton	McClure	Mrs. Fuller's
Gillilan, Strickland W	Jackson	Jasper Drake's
Gould, Katherine B	Athens	Mrs. Gould's
Higgins, Annette A. A	Athens	Mrs. Walsh's
Johnson, Myrtle	Athens	Wm. Johnson's
LeFavor, Zenia	Athens	W. E. LeFavor's
McCaughey, Ulysses M	Triadelphia	Jacob Lash's
McCune, Samuel L	Athens	J. K. McCune's
Morse, Bert E	Athens	T. J. Herrold's
Pickering, Ethel Pearl	Athens	T. M. Pickering's
Pilcher, Alice F	Canaanville	Mrs. Hull's
Poston, Dow L	Athens	C. L. Poston's
Richmond, Bertha M	Athens	Cyrus Richmond's
Rose, Fannie Elizabeth	Athens	Cyrus Rose's
Super, Francis H	Athens	Prest. Super's
Thomas, David H	Cheshire	35 E. C.
Thomas, William A	Athens	W. H. Thomas's
Ullom, Mary Elliott	Athens	Andrew Ullom's
Wilson, Hiram Roy	Hamden Junction	S. B. Pickering's
Winters, Barnett E	McArthur	Harvey Roach's
Wolgamott, Hattie L	Millersburg	Mrs. H. Thompson's

PREPARATORY DEPARTMENT.

THIRD YEAR.

NAME.	ADDRESS.	ROOM.
Atkinson, Charles W.	Guysville	43 East College
Baur, George Charles	Surryville	S. L. Mathews's
Biddle, Asher C	Fisher's	Mrs. Walsh's
Biddle, John Sabine	Fisher's	Mrs. Walsh's
Boyer, Emma	Athens	Mrs. Boyer's
Brown, Elizabeth Ina	Millfield	George Putnam's
Clester, Carrie May	Grosvenor	George H. Junod's
Carpenter, Lizzie	Carpenter	W. S. Walters's
Foster, Zella	Pt. Rock	W. O. Foley's
Gillett, Nita Elizabeth	Athens	Mrs. Mary Johnson's
Gunion, Walter Emmett	Mt. Perry	Harvey Roach's
Hastings, Laura M	Athens	William Hastings's
Hewitt, Murra	Mineral	Mrs. Walsh's
Higgins, Hannah E	Athens	Mrs. Walsh's
Hobson, Estella	Athens	S. N. Hobson's
Humphrey, Lewis	Coolville	77 East College
Johnson, Arthur C	Ira	77 East College
Koons, Leo W	Trimble	S. B. Pickering's
Koons, Stella I	Trimble	W. W. McVay's
Kline, Nettie	South Salem	A. O. Sloane's
LeFavor, Della	Athens	W. E. LeFavor's
Leslie, Robert Francis	Athens	Rev. T. M. Leslie's
Mann, Mabel	Athens	David Mann's
Murphy, Clarence	Lee	Henry Logan's
Nash, Frederic N. W.	West Liberty	S. B. Pickering's
O'Bleness, Harry C	Athens	Henry O'Bleness's
O'Conner, Saydee F	Armadale	W. O. Foley's
Osborne, A. Pratt	Chattanooga, Tenn.	S. B. Pickering's
Palmer, Alice J	Scio	H. M. Conaway's
Rink, Albert	Athens	Mary Townsend's
Roberts, O. Charles	Millfield	S. B. Pickering's

NAME.	ADDRESS.	ROOM.
Rutter, Robert B. S	Lancaster	Mrs. Kaler's
Rose, George	Glouster	Jasper Bobo's
Shepard, Cassius M	Burr Oak	East College
Steele, Clara Lulu	Athens	Dr. R. M. Steele's
Tullis, Don Delano	Athens	L. O. Tullis's
Walsh, Anna	Athens	John Walsh's
Walsh, Lillie	Athens	John Walsh's
Walsh, Margaret	Athens	John Walsh's
Weihr, Amy	Athens	Jacob Weihr's
Williams, Mary M	Shade	Mrs. VanVorhes's
Woodyard, John	Athens	Jerry Woodyard's

SECOND YEAR.

Adair, Eva R	Lee	Mrs. Howe's
Anthony, Allen D	Union Furnace	R. W. Roach's
Arganbright, Charles A.	Chenoweth	Professor Hoover's
Baker, H. Herbert	Athens	D. M. Burchfield's
Bennett, Gilbert A	Amesville	Union Street
Bertstresser, Henry R	Adelphi	R. L. Hooper's
Beverage, Leonora D	Marshfield	Mrs. Howe's
Biddle, Ada	Fisher's	Mrs. Walsh's
Brose, Edward K	Georgetown	Harvey Roach's
Caldwell, Erle Claypool	Wetmore	Mrs. Pilcher's
Carbaugh, Maggie	Chase	Mrs. Cameron's
Carr, James Dent	Athens	P. C. Carr's
Collins, Nora M	Floodwood	Mrs. Cullums's
Cuckler, William B	Athens	John Cuckler's
Davis, Beatrice	Athens	Mrs. J. Davis
Dean, Louie M	Athens	Mrs. Louise Cullums's
Dew, Perley L	Athens	Silas Dew's
Dixon, Clinton F	Athens	Asher Dixon's
Drake, Luvisa	Glouster	Mrs. Walsh's
Evans, Harry Green	Barlow	W. A. Thomas's
Eversole, Mollie B	Mt. Perry	C. H. Peter's
Garber, Neva E	Athens	Mr. Garber's
Gould, Edwin B	Athens	Mrs. Gould's

NAME.	ADDRESS.	ROOM.
Greenbank, William K.	Lewisville	East College
Hewitt, Phosa	Mineral	Mrs. Walsh's
Hill, Ella M	Athens	Mrs. Howe's
Hixson, George W	Millfield	Mrs. Pilcher's
Hooper, Dollie	Athens	S. A. Hooper's
Hoover, Bertha B	Athens	Professor Hoover's
Hull, Myrtie	Athens	College Street
Lane, Cornelius J	Cincinnati	Mrs. Kaler's
Moorehead, Mary E	Creola	Thomas Craig's
Morgan, Elizabeth	Athens	Oliver Morgan's
Morgan, Ida May	Athens	Oliver Morgan's
Morgan, Kinsley M	Starr	Oliver Morgan's
Moulton, Frank Warwick	Lucasville	Henry Wright's
Needham, Philip G	Athens	Mr. Needham's
Norris, William Kibby	Athens	C. D. Norris's
Norton, Joseph Augustus	Athens	Major Norton's
Nunemaker, Jos. Peter	Logan	East College
Ogan, Charles A	Vinton Station	Professor Hoover's
Patterson, Alice G	Hebbardsville	R. M. Patterson's
Primrose, Blanche	Nelsonville	Dr. Alderman's
Ray, William A	Scioto	J. T. Dailey's
Rizer, Mary Edwards	Lee	W. W. McVay's
Roberts, A. Louise	Millfield	Mrs. Nellie Kerns
Roberts, Pearl Rebecca	Millfield	Mrs. Howe's
Robinett, Lottie	Marshfield	W. O. Foley's
Robinson, John H	Athens	East College
Robinson, John Quincy	Amesville	W. E. LeFavor's
Robinson, Joseph F	Amesville	Home
Robinson, William D	Amesville	Home
Sheffield, John L	Carbondale	S. O. Tullis's
Simms, Amanda	Kittanning	Miss Younkins's
Stephenson, J. Bertha	Grosvenor	Mrs. Mary Johnson's
Swaim, Faye	Marshfield	W. O. Foley's
Walker, Gay	Athens	Mr. Osborn's
Warwick, Frank Moulton	Lucasville	Henry Wright's
Weethee, Lucy	Millfield	Mrs. Howe's
Welch, Thomas C	Athens	Major Welch's

NAME.	ADDRESS.	ROOM.
White, Hattie A	Athens	Miss Younkins's
Witman, Frances	Athens	B. F. Witman's
Woodard, James W	Kittanning	West College

FIRST YEAR.

Andrews, Ira E	Hebbardsville	S. L. Mathews's
Angell, Hal	Hebbardsville	Hector Angell's
Armstrong, Wm. Pressly	Athens	Mrs. Armstrong's
Atkins, Charles W,	Snowville	R. W. Roach's
Bean, Fannie Cozette	Hebbardsville	Mrs. Freeman's
Bean, Josie	Athens	J. S. Bean's
Bennett, Chas. W	Nelsonville	Mrs. Fuller's
Biddle, Mary	Fisher's	Mrs. Thos. Walsh's
Biddle, Victor	Fisher's	Mrs. Walsh's
Boice, George Albert	Kyger	Mrs. Walsh's
Border, Daniel Webster	Hebbardsville	Lewis Beal's
Cline, Cecil Roy	Mt. Blanco	Harvey Roach's
Dent, Royal Effie	Chauncey	Wm. Johnson's
Downey, Wilber	Shade	Hector Angell's
Evans, Margaret Lucile	Athens	Prof. Evans's
Gillilan, John Dillon	Wilson, Neb	43 East College
Hays, Almonta D	Zaleski	Mr. S. Kaler's
Hill, Linna H	Athens	C. W. Potter's
Hooper, Harry G	Snowville	Mr. Cameron's
Hope, Vira	Athens	S. L. Mathews's
Kennard, Lizzie May	Carbondale	J. Fulton's
Kennard, Minnie T	Carbondale	J. Fulton's
Knox, Frank Stewart	Athens	F. S. Knox's
Millar, Edgar Garfield	Wetmore	Mrs. Pilcher's
Morse, William Clifford	Starr	Jasper Bobo's
Pickett, James E	Glen Ebon	East College
Rizer, Richard	Russellville, Ky	F. J. Ryan's
Roberts, John E	Lysander	Hector Angell's
Robinson, Jennie	Athens	Miss Rice's
Snyder, Parker L	Athens	Mr. Snyder's
Stanley, Edward	Lee	S. L. Mathews's

NAME.	ADDRESS.	ROOM.
True, Elfie	Buchtel	S. L. Mathews's
Vorhes, Arthur B	Lee	Mrs. Armstrong's
Walsh, Kate Teresa	Athens	John Walsh's
White, Earl Russell	Nelsonville	Mrs. Patrick's
White, Clarence R	Nelsonville	Mrs. Fuller's
Williams, Bertha	Shade	Mrs. Van Vorhes's
Wolf, Minnie Florence	Nelsonville	James Swett's
Wood, A. Palmer	Athens	J. M. Wood's
Woodyard, Effie	Athens	T. W. Woodyard's
Young, Augusta	Glen Ebon	D. Dyson's

SPECIAL STUDENTS.

Brown, Bertha	Athens
Eckard, B. E	Easton
Grosvenor, E. Louise	Athens
Hines, Hattie M	Athens
Horton, Thomas E	Nelsonville
Hoffman, Dora	Athens
Hughey, R. M	Chillicothe
Hunt, Harry C	Westerville
Jones, Annie	Athens
Jones, J. W	Manchester
Means, Mary D	Athens
Poston, Grace	Athens
Sloane, Jeannette	Athens
Williams, Stella	Shade

UNCLASSIFIED.

NAME.	ADDRESS.	ROOM.
Adamson, Lorena	Corning	Jasper Drake's
Berkstresser, Cora	Richmonddale	R. L. Hooper's
Beverage, Lorena Belle	Marshfield	H. A. Cooley's
Bryson, Charles H	Glouster	East College
Chase, Wesley	Athens	College Street
Conaway, Ruth	Athens	Home
Dixon, Asher H	Athens	Home
Givens, Dies Greely	Sycamore Valley	East College
Hall, Lucy	Athens	Frank Hall's
James, Florence	Millfield	Mrs. Mary Johnson's
Lilly, Verona	Delaware	Prof. Dunkle's
Newcome, Pauline S	Athens	Home
Patterson, Edna C	Hebbardsville	R. M. Patterson's
Phillips, Harry T	Athens	Home
Pruden, Addie May	Athens	Mrs. Cullums's
Roberts, Lewis W	Lysander	Jasper Bobo's
Smith, Carrie L	Athens	Mrs. Mary Martin's
Snow, Evaline Florence	Athens	Mrs. Walsh's
Waterman, Carrie	Coolville	A. W. Ullum's
Wood, Mary	Woodyard	T. W. Woodyard's
Williams, Isaac	Athens	J. Bobo's
Zimmerman, George A	Lee	S. L. Mathews's

SUMMARY.

Graduates	18
Seniors	17
Juniors	14
Sophomores	20
Freshmen	31
Third Preparatory	42
Second Preparatory	63
First Preparatory	41
Special Students	14
Unclassified	22
Total	282

ANNUAL CONTEST

—OF THE—

ATHENIAN, PHILOMATHEAN AND ADELPHIA LITERARY SOCIETIES.

JUNE 20, 7:30 P. M.

JUDGES

THOUGHT AND COMPOSITION.

Rev. George K. Morris, D. D.....Cincinnati, O
Prof. E. P. Anderson, Ph. D.....Oxford, O
Rev. W. W. Gist.....Marion, Iowa

DELIVERY.

Prof. O. T. Corson.....Cambridge, O
Rev. J. S. Thomas.....Jackson, O
A. D. Merrick.....Parkersburg, W. Va

PROGRAMME

Music.....College Sextette
Invocation.....Rev. W. A. Powell
Music.....Vocal Duet
Recitation.....Scotland's Maiden Martyr
CARRIE SCHWEFEL.
Oration.....Pessimistic Optimism
CHARLES G. MATHEWS.
Oration.....The Slavery of Caesarism
PEARL MCVAY.
Vocal Solo.....Miss Eva Norris
Oration.....The Great Reformers
CHARLES E. WESTERVELT.
Oration.....The Growth of Religious Belief
E. A. TINKER.
Oration.....The Millennial Vision
CARRIE A. MATHEWS.
Music.....Vocal Quartette
The Contestants' Soliloquy.....Strickland W. Gillilan

DECISION OF JUDGES.

COMMENCEMENT EXERCISES.

FIFTH ANNUAL COMMENCEMENT OF THE PEDAGOGICAL DEPARTMENT, TUESDAY MORNING, JUNE 21, AT 10 O'CLOCK.

PROGRAMME

Music .....Violin Solo
Annette A. A. Higgins.....The Fiat of Custom
Ulysses M. McCaughey... The Pedagogical Value of Fiction
Elizabeth H. Higgins.....The Philosophy of Self-Control
Zenia LeFavor.....Indications of Advancement
Edward L. Matheny.. .....The Jew in History
Music — Duet.....Mrs. and Miss Norris
Levi B. Moore.....The Safeguard of Liberty
Bert E. Morse..... Rousseau's Influence
Margaret Walsh.....The Influence of Prejudice
Amy Weihr..."The Race by Vigor Not by Vaunts is Won"
Music — Cornet Solo.....Mabel Stright

PRESENTATION OF DIPLOMAS.

COLLEGE COMMENCEMENT.

WEDNESDAY MORNING, JUNE 22, AT 9 O'CLOCK.

Music ..... Orchestra

INVOCATION.

Music ..... Chorus
F. W. Bush ..... Two State School Systems
H. M. Conaway ..... The Use of the Higher Emotions
George P. Ginn ..... Cavalier and Slave
M. A. Henson ..... The Influence of Ideals
B. O. Higley ..... The Growth of National Sovereignty
Music ..... Orchestra
H. R. Higley .. Dangerous Tendencies in Our Social System
H. K. Holcomb ..... A Typical Error
S. S. Humphrey ..... The Education of the Future
W. B. Lawrence ..... Idealism in Statesmanship
Carrie A. Mathews ..... The Altruistic Ego
Music ..... Orchestra
Anna Pearl McVay ..... The Unity of Mind
F. H. Roberts ..... Idealism in Education
C. R. Schneider ..... International Arbitration
J. A. Shott ..... Utility of Psychology
J. E. Snow ..... Light
Music ..... Orchestra
Corinne E. Super ..... On American Literature
C. E. Westervelt ..... The Philosophy of Life
D. W. Welch ..... An Unsolved Problem
J. E. Kinnison ..... Master's Oration
Music ..... Chorus

CONFERRING OF DEGREES AND PRESENTATION OF DIPLOMAS

Music ..... Orchestra

Conspectus of Preparatory Courses.

FIRST YEAR—FIRST TERM.

Classical.	*Philosophical.*	*Scientific.*	*Pedagogical.*
Latin, Grammar and Reader.	Latin, Grammar and Reader.	Latin, Grammar and Reader.	Latin, Grammar and Reader.
English, Grammar and Composition.	English, Grammar and Composition.	English, Grammar and Composition.	English, Grammar and Composition.
Arithmetic.	Arithmetic.	Arithmetic.	Arithmetic.

SECOND TERM.

Latin, Grammar and Reader.	Latin, Grammar and Reader.	Latin, Grammar and Reader.	Latin, Grammar and Reader.
English, Grammar and Composition.	English, Grammar and Composition.	English, Grammar and Composition.	English, Grammar and Composition.
Geography, Political and Descriptive.	Geography, Political and Descriptive.	Geography, Political and Descriptive.	Geography, Political and Descriptive.

THIRD TERM.

Viri Romae.	Viri Romae.	Viri Romae.	Viri Romae.
English, Analysis and Composition.	English, Analysis and Composition.	English, Analysis and Composition.	English, Analysis and Composition.
Geography, Physical.	Geography, Physical.	Geography, Physical.	Geography, Physical.

SECOND YEAR—FIRST TERM.

Viri Romae.	Viri Romae.	Viri Romae.	Viri Romae.
Greek, Grammar and Reader.	Elementary Physics.	Elementary Physics.	Elementary Physics.
History of the United States.	History of the United States.	History of the United States.	History of the United States.

SECOND TERM.			
Viri Romae and Cicero's first Oration against Catiline. Greek, Grammar and Anabasis begun. History of England.	Viri Romae, etc. Zoology. History of England.	Viri Romae, etc. Zoology. History of England.	Viri Romae, etc. Zoology. History of England.
THIRD TERM.			
Catilinarian Orations, II, III, IV. Greek, Grammar and Anabasis General History.	Catilinarians, II, III, IV. Civil Government. General History.	Catilinarians, II, III, IV. Civil Government. General History.	Catilinarians, II, III, IV. Civil Government. General History.
THIRD YEAR—FIRST TERM.			
Cicero's oration pro Archia, pro Marcello and first Philippic. Anabasis, three books. Algebra begun.	Cicero's oration pro Archia, pro Marcello and first Philippic. German begun. Algebra begun.	Cicero's oration pro Archia, pro Marcello and first Philippic. German begun. Algebra begun.	Psychology. Physiology. Algebra begun.
SECOND TERM.			
The Aeneid, I, II, III. Homer's Iliad. Algebra continued.	The Aeneid, I, II, III. German continued. Algebra continued.	The Aeneid, I, II, III. German continued. Algebra continued.	History of Education. Chemistry. Algebra begun.
THIRD TERM.			
The Aeneid, IV, V, VI. Homer's Iliad three books. Plane Geometry. Rhetoric.	The Aeneid, IV, V, VI. German continued. Plane Geometry. Rhetoric.	The Aeneid, IV, V, VI. German continued. Plane Geometry. Rhetoric.	Methods of Teaching. Systematic Botany. Plane Geometry. Rhetoric.

REMARKS:—In the Pedagogical Course two years, or six terms, of English Literature may be taken instead of the Latin, and much stress is laid on a good knowledge of English in all the courses. Those who have completed any of them are expected to read well and understandingly; to write English correctly, and to have some knowledge of literature. At least eighty hours of class-work in Reading and Elocution must be taken by those who expect to pursue work in the latter branch. Students who have completed the Pedagogical Course will receive diplomas if they desire. The fee for this diploma is three dollars.

COURSES OF STUDY IN COLLEGIATE DEPARTMENT.

REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF ARTS.

Subjects.	Fall Term. Exercises per week.	Winter Term. Exercises per week.	Spring Term. Exercises per week.
FRESHMAN YEAR.			
Greek	5	5	5
Latin	5	5	5
Solid Geometry	5	.....	.....
Algebra	.....	5	.....
Plane Trigonometry	.....	.....	5
Elocution	2	2	2
SOPHOMORE YEAR.			
Greek or Latin	5	5	5
Physics	.....	5	.....
Physiology	5	.....	.....
Biology	.....	.....	5
JUNIOR YEAR.			
English Literature	5	.....	5
Chemistry	4	4	.....
Political Economy	.....	4	.....
SENIOR YEAR.			
Advanced Botany or Geology	4	.....	.....
Psychology	4	.....	.....
Logic	.....	4	.....
Astronomy	.....	4	.....

Students who have done the full amount of prescribed work in the Preparatory Department, except the Greek, will be admitted to the Freshman Class. This can be taken after entering college, and the course leading to the degree of Bachelor of Arts completed in three or four years. Before the student can take advanced Physiology or Botany, a preliminary term will be required in these subjects.

In order to fill out the required number of hours per week, the student has the option, in the second, third and fourth years, of continuing the Mathematics, the Greek, or the Latin, or of taking French, or German, or any of the other electives offered. See under Electives.

REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF PHILOSOPHY.

Subjects.	Fall Term. Exercises per week.	Winter Term. Exercises per week.	Spring Term. Exercises per week.
FRESHMAN YEAR.			
Latin	5	5	5
German	5	5	5
Solid Geometry	5	.....	.....
Algebra	.....	5	.....
Plane Trigonometry	.....	.....	5
Elocution	2	2	2
SOPHOMORE YEAR.			
French	5	4	4
Physics	.....	5	.....
Physiology	5	.....	.....
Biology	.....	.....	5
JUNIOR YEAR.			
English Literature	5	.....	5
Chemistry	4	4	.....
Political Economy	.....	4	.....
SENIOR YEAR.			
Advanced Botany or Geology	4	.....	.....
Psychology	4	.....	.....
Logic	.....	4	.....
Astronomy	.....	4	.....
Philosophy	.....	.....	4

The preliminary requirements for this degree in the Natural Sciences are the same as those prescribed for the degree of Bachelor of Science, which see. Students in this and all the other courses, where it is optional, are urgently recommended to add the Spherical Trigonometry to the Mathematics.

After completing the Freshman year, the student may either continue the same subjects, or take a new one each term, so as to make the required number of hours work per week. Compare also what is said under the requirements for the other degrees. The student is expected to perform twenty-five hundred hours of class-room work during his four years in college.

REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF SCIENCE.

Subjects.	Fall Term. Exercises per week.	Winter Term. Exercises per week.	Spring Term. Exercises per week.
FRESHMAN YEAR.			
German	5	5	5
Latin	5	5	5
Solid Geometry	5		
Algebra		5	
Plane Trigonometry			5
Elocution	2	2	2
SOPHOMORE YEAR.			
French	4	4	4
Spherical Trigonometry	4		
Analytical Geometry		4	
Biology			5
JUNIOR YEAR.			
Physics or Mechanics	4		
Physics		4	4
English Literature	5		
Chemistry	4	4	
SENIOR YEAR.			
Advanced Botany or Geology	4		
Psychology	4		
Logic		4	
Astronomy		4	

The preliminary requirements in the Natural and Physical Sciences for this degree will be found in the Preparatory Department. All students who take advanced Physiology must have had one term of Elementary Physiology, one term of Chemistry, and one term of Elementary Physics.

The subjects necessary to make the full complement of required hours in the second, third and fourth years, may be taken from the other courses or from the additional electives offered. Thus, the student may elect an ancient or a modern language, or he may take History or Literature, etc. About twenty-five hundred hours class-room work are necessary to obtain this degree.

REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF PEDAGOGY.

Subjects.	Fall Term. Exercises per week.	Winter Term. Exercises per week.	Spring Term. Exercises per week.
FRESHMAN YEAR.			
United States History	5	5	5
Solid Geometry	5	.....	.....
Algebra	.....	5	.....
Plane Trigonometry	.....	.....	5
A Foreign Language	5	5	5
Elocution	2	2	2
SOPHOMORE YEAR.			
A Foreign Language	5	5	5
Physics	.....	5	.....
Advanced Physiology	5	.....	.....
Biology	.....	.....	5
JUNIOR YEAR.			
A Foreign Language	5	5	5
English Literature	5	.....	5
History of Education	....	5	5
SENIOR YEAR.			
Psychology	5	.....	....
English Literature	5	.....	.....
Logic	.....	4	.....
Astronomy	.....	4	.....
Science of Education	.....	.....	4

As students who receive this degree are expected to have not only a theoretical knowledge of education as a science, but also some practical knowledge of it as an art, they are urgently recommended to acquire some experience by teaching before completing the course. For such teaching, if done under the direction of the professor in charge of this department, the student may receive credit as a part of his elective work.

This course is designed to be fully equal in all respects to any of the others. For the electives necessary to make up the required number of studies in the last three years, see under Bachelor of Arts or Bachelor of Science. About twenty-five hundred hours of class-room work are necessary to obtain this or any other degree.

GENERAL INFORMATION.

OHIO UNIVERSITY.

ORIGIN OF THE UNIVERSITY.

The existence of the Ohio University was provided for as early as 1787, in the purchase made from the Government of the United States by the Ohio Company of Associates. By the contract between these two parties, two townships of land were set apart for the purpose of a University, and placed under the care of the Legislature of the State. The University was organized under an act of the Legislature passed 1804. Its Trustees are appointed by State authority, and the Governor of the State is, *ex-officio*, a member of the Board.

LOCATION.

Athens, the seat of the University, is situated in the southeastern part of the State. It is easily accessible from the east and west by the Baltimore & Ohio South-Western Railroad and its branches; from the central and northern portions of the State by the Columbus, Hocking Valley & Toledo, and Kanawha & Michigan Railways. By these routes it is about one hundred and sixty miles east from Cincinnati, and seventy-five miles southeast from Columbus.

The lover of natural scenery cannot fail to be charmed with its picturesque surroundings. The winding valley of the Hockhocking and the wooded hills beyond, present a series of lovely views from the University, while the wide prospects, as seen at certain seasons from some of the neigh-

CHAPEL, WEST WING AND MAIN BUILDING.

boring summits, are seldom surpassed in quiet and varied beauty.

The site of the University buildings is a spot of unusual attractions. The buildings occupy a slight elevation, extending east and west across the grounds. On the north front lies a park of about four acres, which contains a grove of fine forest trees, skirted along its northern limit by a row of magnificent elms. That portion of the grounds lying in the rear of the buildings is set apart for recreation.

THE BUILDINGS.

These are four in number. The main building was erected in 1817, and is the oldest college edifice, as the University itself is the oldest institution of learning, northwest of the Ohio River. This venerable structure made dear to many by a thousand strong and tender associations, and to many more by the names of eminent men who have studied or taught within its walls, has recently been remodeled, and while retaining the same general proportions, is, to all intents, a new building. It is admirably planned and well finished. With its slate roof and massive cornice, its lengthened windows and handsome colors, its convenient arrangement and pleasant appointments, it will compare favorably in appearance and adaptation to its purpose, with most college buildings in the West.

The two wing buildings contain the dormitories, and will accommodate a few students. Most of the rooms formerly occupied by students have, however, been transformed into recitation rooms and laboratories. The rooms afford cheap and comfortable lodgings for young men who, for any reason, prefer dormitory life to residence in a family. The room for many years used as a chapel has been provided with suitable furniture, and is now occupied as a school-room.

The new building stands on an eminence at the western side of the campus. In design it is unique and elegant; the material is brick with cut-stone trimmings. Its dimensions are forty feet in width by seventy-six feet in length, and two stories in height. It has two fronts, one on the west, toward

Court street, which is the principal street in the town, and one on the east, toward the main building. The first floor contains the chapel or assembly hall, two corridors and stairways, and a waiting-room. The second floor contains two society halls, with a committee room attached to each. The building has been occupied since the fall of 1883.

COURSES OF STUDY.

Such courses of study have been adopted as experience has proved to be best adapted to the purpose of liberal education. The classical course, in fullness and arrangement, will compare favorably with that of the best institutions. The philosophical course is so arranged as to meet the wants of those who may prefer to study modern language and English branches instead of Greek, for which French, German and English are substituted.

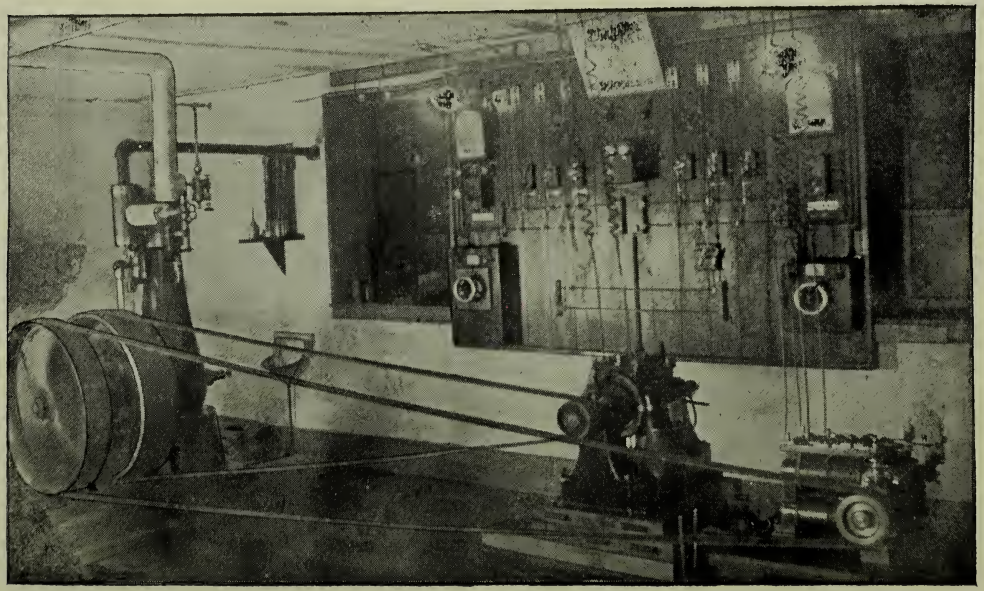
The pedagogical course is intended to fit young people for the profession of teaching. A fuller statement of its aims and methods will be found in another part of this catalogue.

Those who are able to attend for a short time only, may take a select course, provided the studies they wish to pursue are such as they are qualified to take up with advantage. But no student will take a study to which he has not been assigned, or discontinue a study, without permission obtained from the Faculty.

No students, except Seniors, and those taking a select course, are permitted to recite in the Senior studies of the third term, and the Senior examinations of the third term are limited to the regular Senior studies of that term.

LIBRARY AND READING-ROOM.

In the study of Literature and History, the most important aid in addition to a good teacher, is a large stock of well selected books. In this respect the O. U. is liberally provided. The college and society libraries contain more than 12,000 volumes, a large part of which are of recent purchase. In addition to the books of a general character, the private libraries of the professors, which contain works of a more



THE DYNAMOS.

special character to the number of several thousand, are also accessible to the students under certain limitations The reading room furnishes access to the latest contributions to all topics under current discussion. Some of the larger works are not only useful for reference, but also for purposes of original investigation. Of the more important may be mentioned a complete set of the Living Age in 180 volumes, of the Atlantic Monthly in 70 volumes, of the Nation in 55 volumes, of the Transactions of the American Philological Association in 18 volumes, and the American Philological Journal in 12 volumes. There is also a complete set of Valpy's Latin Classics in 159 volumes; of the Greek Classics in 150 volumes; Bursian's Jahres bericht in 65 volumes; of Kuhn's Zeitschrift in 30 volumes, and of Iwan Mueller's Handbuch in 17 volumes. Among the dictionaries that have been provided are the Encyclopedic Dictionary in 14 volumes; Sander's Deutches Wœrterbuch in four volumes; Littre's Dictionaire Francaise in five volumes, and Forcellini's Latin Dictionary in four volumes. There are complete editions of the German and French Classics, aggregating more than three hundred volumes, and of all the leading English poets and prose writers. Of Reference work the principal are the Encyclopedia Britannica in 29 volumes; the new American Encyclopedia in 27 volumes; McClintock and Strong's Cyclopedia in 12 volumes; The Schaff-Herzog Cyclopedia in three volumes; Pierer's Lexicon in 22 and Meyer's in 16 volumes; Baumeister's Denkmaeler des class. Altertums, in three volumes; also, Lalor's Cyclopedia of Political Economy; the Century Dictionary; the Oxford Dictionary as far as published, etc. A number of years ago the English Government presented the University Library with a lot of volumes in large folio, among which are Acts of the Parliament of Scotland, Statutes of the Realm, Domesday Book, Rymer's Fœdera, Parliamentary Writs, Proceedings in Chancery, and many others.

Among recent acquisitions are a set of Westermann's Monatshefte, Harper's Magazine, the Century and Scribner's Magazine, Revue des deux Mondes, Alden's Manifold Cyclo-

pedia, the Dictionary of American Biography, the Edinburg Review, Mind, Das Paedagogium, etc.

It is the special aim of the manager of the Library to acquire as rapidly as issued all the leading works bearing on Pedagogy whether in German, French or English. A large number of works on this topic and the history of education is already on hand. The Library is so managed as to be accessible every day. The reading-room, in which are placed most of the reference books and all the periodicals, is accessible at all times. The reading of well chosen books not only tells the student what others have thought in every department of knowledge, but likewise stimulates him to think for himself. A good library is of itself a university.

During the past year the Reading Room has been regularly supplied with the following:

New England Magazine,
Harper's Magazine,
Eclectic Magazine,
Scribner's Monthly Magazine,
Goldthwaite's Geographical Magazine,
Belford's Magazine,
Atlantic Monthly Magazine,
English Illustrated Magazine,
Overland Monthly Magazine,
Cosmopolitan Magazine,
American Journal of Archæology,
American Journal of Philology,
American Magazine of History,
Educational Review (London),
" " (New York),
Westminster "
Edinburg "
Contemporary "
North American Review,
Classical Review,
The Forum,
The Arena,
Mind,
Paedagogium,
Education,
Germania,
The Monist,
Outing,
Power,
Vom Fels zum Meer,
Nature,
Lend a Hand,
Pedagogical Seminary,
Annals of Hygiene,
The Academy (London),
Littell's Living Age,
School and College,
Bibliotheca Sacra,
The Chautauquan,
Garden and Forest,
The Independent,
Modern Language Notes,

Review of Reviews,
London Quarterly,
Journal of Speculative Philos'y,
Political Science Quarterly,
Annals of the American Academy of Political and Social Science,
Inter. Journal of Ethics,
Popular Science Monthly,
Natural Science,
Electrical Review,
Methodist "
Ohio Educational Monthly,
American Geologist,
American Naturalist.

In addition to the above there is also more than a score of daily, weekly and monthly publications of less permanent value.

APPARATUS AND CABINET.

Much valuable apparatus has been procured for the various departments of Mathematics, Astronomy, Physics and Chemistry; and these subjects are illustrated by experiments. A Chemical Laboratory has been provided, which contains working tables supplied with gas and water, and affords every facility for practical work.

A Biological Laboratory has also been fitted up with the necessary appliances for pursuing work in the departments of Biology. It will be ready for occupancy and use at the beginning of 1893.

A considerable part of the annual State appropriation is expended in the purchase of apparatus for the departments of Chemistry, Physics and Biology. In the selection, special reference is had to laboratory work by the students themselves. Additions are being constantly made to the apparatus A fine set of surveying instruments of the most approved kind has recently been purchased for the students in field work. The cabinet affords important aid in the study of mineralogy and geology. But we are greatly in need of further contributions thereto, and to this end the assistance of the friends of the institution is greatly desired and earnestly solicited.

LITERARY SOCIETIES.

There are three literary societies in the University—the Athenian, the Philomathean and the Adelphia—the last be-

ing composed exclusively of ladies. The members have opportunity to exercise themselves in declamation, composition and debate, and to become familiar with the modes of conducting business in deliberative assemblies. The work of these societies forms a valuable part of college training, and all students are strongly urged to join one or the other. No student will receive a diploma who has not been a member of one of these societies at least a year.

METHODS OF INSTRUCTION.

Instruction is given both by recitation and lectures. The constant aim in both is to awaken interest in study, to aid in the acquisition of knowlege, and to develop the powers of thought and communication.

Some subjects can be better treated in lectures than others. The knowledge the student has of a subject is likewise a factor that is taken into account. The lecture method is generally better adapted to advanced students than to those who are still in the elements. After the elementary principles have been thoroughly mastered from the text-book, supplemented with such elucidations as seem to be called for, the student is generally prepared to profit by the lectures of the teacher, and to grasp the wider outlook that is the result of a knowledge of a subject rather than of the contents of any single book, or even of several books. In the observational studies the learner is, as far as possible, brought face to face with the objects themselves under consideration. The classes in Botany and Geology make excursions into the surrounding country for the purpose of collecting specimens and deriving scientific knowledge from original sources. The classes in Surveying and Mensuration have practice in the use of instruments in field work.

ADMISSION AND DISCIPLINE.

Entering the University will be considered a pledge to obey its rules and regulations. These are few and simple, appealing to the student's self-respect and sense of personal responsibility. Persons of known bad character or of lazy

habits are not wanted and will not be retained unless they show a decided desire to reform. Students from other colleges must present certificates of honorable dismissal.

Candidates for advanced standing are, in all cases, examined to ascertain their thoroughness and proficiency; but certificates from other institutions will be accepted for the amount of work done in the classics.

In exceptional cases students are admitted to classes for a week on trial, without examination, provided the Professors in charge are reasonably certain that they can maintain their standing.

Ladies are admitted to all departments of the University on the same terms and under the same conditions as those prescribed for young men.

A record is made of the daily work of each student. When the standing of the student, as shown by this record and examination, falls below an average grade of 70 per cent., he must review the study. A record is also kept of each student's deportment. A low standing of either record is followed by private admonition, and notice is given to the parent or guardian.

Whenever the conduct of a student is such as to indicate that he is unfit to be a member of the University, either because of immorality or because of habitual neglect of his college duties, he will be dismissed. But, in the latter case, his parents will first be requested to withdraw him, and if not withdrawn within a reasonable time, he will be dismissed.

Stress is laid upon the fact that no young man or woman need hesitate to enter the Ohio University for lack of means, or because of inadequate preparation. The surest guaranty of success is an honest and determined effort to succeed. If the student has learned nothing more during the years spent in college than how to study, and how to investigate any subject of which he takes hold, no matter how meager his knowledge may be at the start, he will be able to enlarge it with astonishing rapidity. His time thus spent, whether it

be measured by terms or years, will have been wisely employed. Our age is sadly in need of men and women who have had such a preparatory training for life's duties.

RELIGIOUS INFLUENCE.

Students are required to be present at prayers in the chapel every morning, unless excused by the Faculty, and to attend public worship on the Sabbath; but the choice of the place of attendance is left with the student or his parents. A student's prayer meeting is held once a week, at which attendance is optional. The University is not sectarian, and no effort is made to inculcate the doctrines of any particular creed or denomination; but the utmost care is taken to promote sound and healthy religious sentiments. We feel sure that nowhere do these matters receive more careful attention.

The founder of the Ohio University believed that "religion, morality, and knowledge are necessary to good government and the happiness of mankind;" and it has been the steady purpose of those to whom has been entrusted the duty of carrying out his plans to insist on the intimate relation existing between the three. The good man, the good citizen is not he who is best informed, but he who is constantly inspired with the thought that his knowledge should be used for the good of his fellow-men. Knowledge without virtue is a curse and not a blessing. It is the constant policy of both Trustees and Faculty to inspire students with the love of knowledge, and with the desire to practice religion and morality. Accordingly only those persons are invited to profit by the means of instruction here placed within their reach, who are willing to conform their conduct as far as possible to the teachings of the Bible. We expect students who have spent some time with us to depart not only wiser but also better than they came. If such is not the case it will not be for want of care on the part of the Faculty.

DEGREES.

The degree of Bachelor is conferred upon students who have completed any one of the four courses laid down in an-

other part of this catalogue. The fee for diploma is five dollars.

The degree of Master will be conferred upon graduates of this or any other college who give evidence to the Faculty that they possess such literary and scientific attainments as will make them worthy recipients of it, without reference to the time elapsed since graduation. The fee for this degree is ten dollars.

EXPENSES.

Tuition in preparatory department, per term - - - - -	$6 00
Tuition in college department, per term - - - - - -	6 00
Contingent fee in either department, per term - - - - -	3 00
Rent of room in University, if taken, per term - - -	4 to 6 00

See also department of Physics and Chemistry.

All tuition bills must be paid within the first thirty days of the term. No exceptions can be made to this regulation.

A fee not exceeding two dollars is charged for all private examinations, except for entrance, unless the candidate is excused by a vote of the Faculty.

One student from each county of the State is admitted free of charge for tuition. Any one desiring to have the benefit of a county scholarship, must receive his appointment from the Auditor and Commissioner of the county, and obtain from them a certificate stating that he is of good moral character and an actual resident of the county from which he is sent.

All students, whether they hold a scholarship or not, are charged room rent and contingent expenses, and are held liable for any damage that may be done to their rooms.

Board can be obtained within a reasonable distance of the University at $2.75 per week. By forming clubs, students may board at $1.75 per week. Those students whose circumstances require it, are allowed to board themselves, by which means their expenses may be still further reduced; but this plan is not recommended, because liable to be prejudicial to health.

The actual cost of an education at the University will depend very much upon the disposition and habits of the

students. The necessary cost is very low—as low as at any other institution affording equal advantages. It is earnestly recommended to parents not to furnish their sons or daughters with extravagant means. The scholarship and character of a student are often injured by a free indulgence in the use of money. Whatever is beyond a reasonable supply, exposes him to numerous temptations and endangers his success and respectability.

As persons frequently wish to know as near as may be, the cost of a student for one year at the Ohio University, the following estimates are here given:

LOWEST.		HIGHEST.	
Contingent Fee and Free Scholarship	$ 9 00	Tuition	$ 27 00
Board in Clubs	70 00	Board in Private Family.	150 00
Room	30 00	Room	00 00
Books	11 00	Books	20 00
	$120 00		$197 00

This estimate is for three terms or forty weeks, and includes all necessary expenses except a laboratory fee payable in the Junior year only, washing, and a small fee for membership in the literary societies. The additional charges for students who take electives in chemistry and for the special class in electricity are elsewhere noted.

MAPS AND CHARTS.

An excellent set of maps, chiefly those of Kiepert, intended to illustrate the physical features and political changes of the historical countries of Europe and the East, has lately been added to the equipment of the institution. These, in addition to those already on hand, afford an important and well nigh indispensable aid to the study of History and Geography. The outfit in this regard is believed to be unusually complete.

THE EMERSON PRIZE POEM FUND.

The late W. D. Emerson, of the class of '33, bequeathed to the Trustees of the University the sum of one thousand

dollars, the interest of which is to be awarded to the student or graduate of the institution who shall write the best original poem. The interest of this fund will be available in June, 1893.

THE TRUSTEES' PRIZE.

At their meeting in June '92 the Board of Trustees decided to offer a prize of one hundred dollars to that student who shall write the best essay on a theme selected by himself. Students intending to compete will be furnished by the Faculty with a specific statement of the conditions under which it is to be awarded.

ELECTIVES.

Each student in a regular course will be required to take at least seventeen class exercises per week, and no student will be permitted to take more than twenty, except in Drawing, Shop-work and Vocal Music, for any one of which an additional hour per day may be allowed, but not for two at the same time. Students in any one of the courses can select subjects in any one of the others below the class to which they are assigned, but not above, except on approval of the Faculty, who must be convinced that they have had sufficient preliminary training to pursue the elected study with advantage. As will be seen, about half the subjects after the Freshman year are elective. But in addition to these a large number of others are offered for the benefit of those persons who wish to specialize still further along particular lines. It needs to be noted however, that they are not offered unconditionally. Regard will be had to the time at the disposal of the teachers and to the number of students taking any particular elective, as well as to their preliminary training. In all cases where a student's knowledge of English is defective he must pursue this branch until his deficiencies are made up.

During the past few years a number of students both undergraduate and post-graduate have pursued advanced studies on special lines. With the recent increase in the num-

ber of the Faculty a larger number of students can be accommodated and in a larger number of branches.

ABOUT GETTING POSITIONS.

The President and the different members of the Faculty are frequently asked what they can do in the matter of finding employment for students upon graduation, or even before. To this question the invariable answer is that they do not and can not conscientiously make any promises; nor can any self-respecting body of men similarly situated. But their experience and observation has been as to those who seek positions as teachers, that the demand for competent and thoroughly trained men and women has generally exceeded the supply. Not infrequently students who give promise of success are induced to leave college before graduation by the offer of a tempting situation.

It needs to be kept in the mind that knowledge and education do not fit any person for any employment. These are indeed important—in fact essential; but the personal equation is also important. Students who get along smoothly with their superiors and their fellows, and who make a good, or even fair, record in their classes, rarely fail of success in after life. On the other hand, those who are chiefly concerned to get a maximum of credit for a minimum of work; who are in constant fear lest their merits should not be duly recognized; and who are more concerned to seem than to be, may expect to be estimated at their true value sooner or later.

In every occupation these who are willing to begin pretty near the bottom, no matter how well educated, but who are constantly on the alert to supplement their knowledge and training with the experience of practical life, rarely fail of regular and fairly rapid promotion. More essential to success than mere intellectual ability, are trustworthiness, an honest and conscientious desire to do one's best, united to promptness and fidelity in the performance of duty. Students who do their best, whether under the eye of an overseer or not, rarely fail to make successful teachers, or professional, or business men, even when their class-record has not been par-

ticularly high. It is the observation of all teachers that students who are regular in the performance of their daily duties for several years, usually become good, sometimes even fine, scholars. He who has learned how to study, has an education within his reach.

It is the constant aim of the officers of the O. U. to make their students self-reliant, to cultivate in them the spirit of honor—in short, to make them manly men and women. They also make it a point to inform inquirers about the qualifications of candidates for positions as nearly as possible as to the exact facts in the case, believing such a course to be the only just one toward all the parties concerned. While they do not claim to be infallible, they have the satisfaction of knowing that in hardly a single instance have they misjudged a student who has been under their tuition for two or more years. No student or prospective employer should assume that a recommendation will be forthcoming from the President or any member of the Faculty upon demand, merely because they have stood to each other for some years in the relation of teachers and pupils. On the other hand, the Trustees and Faculty will coöperate heartily to aid every worthy student in every possible way, both while in college and afterward.

POST-GRADUATE STUDIES AND THE DEGREE OF PH. D.

The degree of Doctor of Philosophy will be conferred on persons who furnish evidence to the Faculty that they possess conspicuous scientific attainments. Such evidence may consist either in the written or printed work of the candidate, or in the examination he undergoes before the Faculty, or both. A thesis will in all cases be required, and it must be submitted at least six weeks before commencement. Great stress is laid upon the fact that no mere mastery of other men's labors, however complete, will entitle a candidate to the degree. He must give evidence of possessing, not merely a measure of natural ability, but that kind of scientific training which qualifies him to be an original investigator in his chosen department. He will be expected to know not only

all that others know upon his chosen theme, but to have added some new discovery, however slight. If the subject chosen be literary, or historical, or philosophical, the matter should be so arranged and combined as to exhibit new results or justify some new inferences. Candidates are reminded that no mere essay or lecture of a popular character can be accepted. Under ordinary circumstances they should allow themselves at least a year in which to prepare a thesis; and under the most favorable conditions hardly less than six months will suffice. The shorter time will be sufficient only when the writer is already thoroughly familiar in a general way with the subject of which his thesis treats.

We do not require residence because we have found that this condition, though eminently desirable, debars some capable specialists from receiving the recognition to which their attainments justly entitle them. It is, nevertheless, the purpose of the officers of the O. U., that the degree of Ph D., when conferred by them, shall have such a definite value as to commend the bearer to the consideration of competent judges.

No definite courses of study have been laid down because it is assumed that any person who is likely to obtain this degree should himself be able to select to the best advantage the works bearing upon his special line of investigation. The Faculty will, however, be glad to correspond with prospective candidates and to make such suggestions as may seem advisable.

It is not to be assumed, as a matter of course, that failure or inability to gain the degree indicates a general lack of capacity. A man may possess great ability, and yet not be a poet, or an orator, or a scientific investigator. Sometimes fine general scholarship, great intellectual breadth, or superior skill in the correlation and combination of facts discovered by others, may incapacitate him for the minute examination of a single point. Sometimes, again, lack of time, or defective mental training, which circumstances render it impossible to overcome, put out of the reach of persons the needed intellectual concentration which the scientific study

of a subject postulates. While the Faculty do not design to make the attainment of this degree unreasonably difficult, they do intend that it shall signify thorough scientific training and not mere general scholarship, however extensive. A reading knowledge of at least one modern language will be an indispensable requisite. The fee for diploma is $25. In addition to this a fee of $5 must accompany the thesis.

SCHOLARSHIPS.

At their meeting in 1892 the Trustees established ten scholarships having a cash value of one hundred dollars each. These scholarships will be awarded by the Faculty to graduate students of this or any other college who are citizens of Ohio, and whose previous studies have qualified them to profit by the advantages they afford. Their object is to encourage special study within comparatively narrow and well defined limits. In most cases the recipients will be required to teach one hour per day. The courses of study so far as at present determined are as follows :

1. Biology.

Provision has been made which will enable the graduate student to continue his work in this department to good advantage, after having completed the general biological work of a college course. The new laboratory will be constantly open to him for carrying out special lines of investigation, and this will be strongly urged. The director will continually advise in all such work that the waste of valuable time which so frequently follows independent investigation may be avoided, and that the best scientific methods may be pursued. Abundant opportunities are afforded for advanced work in any line of Biology which the student may elect. A list of subjects is appended from which one may be selected as a major study to continue through the year, and in addition two minor subjects will be required, one of which must relate to the history of the development of organic forms. At the end of the year, a thesis, embodying the results of

original work, must be presented. The library contains many new works of reference which will be found of especial value to the student in advanced Biology.

The following electives are offered: Animal Morphology, Animal Physiology, Comparative Osteology, Animal Histology, Comparative Embryology, Vegetable Physiology and Histology, Botanical Micro-Chemistry, and Bacteriology.

2. Chemistry.

The subjects to be pursued will be announced later.

3. Educational History.

The first term will be given to a study of Greek education. The innovations proposed by the Sophists will be carefully scrutinized, and a critical examination will be made of the educational theories advanced by Xenophon, Plato and Aristotle.

The second term will be spent chiefly on what may be roughly called the Middle Ages. The origin and rise of the secondary schools and Universities of Great Britain and the continent will be the special objects of investigation. The basis of this work will be Hallam's Middle Ages, or better still, Von Stein's Bildugswesen im Mittelalter.

The third term will be devoted to modern education, with special reference to its precursors, Montaigne, Locke, Milton, Rousseau, Pestalozzi, et alii, and to a study of the chief systems now in vogue. The recipient of this scholarship must be able to read German. He will also be required to write a thesis of not less than five thousand words on Quintillian.

4. English Literature.

The general subject for this scholarship will be a study of the eighteenth century English authors. As a basis for this work the student will be required to spend the first term in a careful reading of Lecky's History of England.

The second term he will read the chief works of Richardson, Fielding, Smollett, Goldsmith and Dr. Samuel Johnson, and the third term will be devoted to the writings of Thomson, Cowper, Gray and Burns. The results of the year's

study are to be embodied in a thesis of not less than five thousand words on Realism and Idealism in the English Literature of the century.

5. Latin and Roman History.

The first four months of the school year will be spent in the study of Roman History as set forth in the Roman historians, and the extant works of Livy will be read entire. His conception of history will be examined with special reference to the views of the modern critical school, particularly Mommsen and Ihne. The remainder of the second term will be given to the later Roman historians, chiefly Tacitus.

Roman Poetry will be studied during the third term. After a brief examination of Lucretius, Virgil and Horace will be read or re-read entire with the aid of the best commentaries. The subject for the required thesis will be either Virgil's conception of Hades, or an examination of the passages in the first three books of the Æneid in which Virgil has imitated Homer.

6. Greek.

The first term is devoted to Epic poetry. The Homeric poems must be read entire and the Homeric question examined with some care.

The second term will be spent on the Greek historians. The writings of Herodotus and Thucydides will be read with critical care. Special points will be minutely examined with reference to topography.

The third term will be spent upon the principal Greek orators, especially Demosthenes and Æschines. The rise of Greek eloquence will be investigated with special reference to its environment. During the year the student will be expected to read Grote's Greece entire, and to follow some of the critical discussions.

The thesis will embody a study of Æschines oration against Ktesiphon.

7. Philosophy.

This subject will be pursued in the following order: A beginning will be made with the chief works of Descartes;

then will follow Locke's Essay on the Human Understanding, Berkeley's Principles of Human Knowledge and his Essay on Vision. After completing these books the student will read Hume's Treatise on Human Nature and his Enquiry Concerning the Human Mind, concluding the subject with Pollock's and Martineau's Spinoza.

As an alternative, the student may spend the entire year on Kant.

8. Psychology.

The line of investigation to be pursued by the holder of the scholarship in Psychology was not fully decided upon when this catalogue went to press, but will be ready shortly.

9. Mathematics.

The statement made regarding Psychology applies also to Mathematics.

10. Physics.

The scheme of study for this scholarship will be announced shortly.

Those students who have complied with the conditions laid down for the holders of these scholarships, will receive the degree of Master of Arts, Science, Philosophy or Pedagogy, according to the course under which they come. Persons who are not holders of scholarships may pursue the same courses and obtain the same degree.

DATAILED STATEMENT OF THE DEPARTMENT OF INSTRUCTION.

POLITICAL SCIENCE.

PROFESSOR LE ROSSIGNOL.

INSTRUCTOR B. O. HIGLEY.

Instruction in Political Economy and the Principles of Civil Government will hereafter be given, both in the collegiate department and in the pedagogical course of the preparatory department. The former of these two branches is studied by the Juniors, who recite it four hours a week during the second term, and three hours a week during the third term. Laughlin's Mill's Political Economy is the book used in class, though it serves for little more than the definition of terms, and to indicate the order in which the various branches of the subject will be considered. The increased attention now given to this theme by the public, the numerous books and popular articles that are constantly coming from the press, and especially its relation to the larger subjects of sociology, renders unprofitable the use of a text-book to any great extent. Yet the standards, as we may call those works that have laid the foundations of political economy, are frequently referred to, and the methods of investigation discussed either with dissent or approval. A right understanding of the questions arising from the subjects connected with this department is regarded as of the highest moment to those who will hereafter become members of the body politic; and no pains are spared to equip them for a right understanding of the social problems in the solution of which they may hereafter be called upon to assist.

Among the periodicals especially to be recommended to the students in this department are *The Forum*, the *N. A. Review*, *The Political Science Quarterly*, and *The Annals of the American Academy of Political and Social Science*. Lalor's *Cyclopedia of Political Science* is at all times accessible. It

constant aim of the teaching in this department to impress upon students the importance of investigating political and social questions in the light of all the facts bearing upon them, with minds as free as possible from partisan prejudices and preconceived theories.

MATHEMATICS AND ASTRONOMY.

PROFESSOR HOOVER,

INSTRUCTOR H. R. HIGLEY.

The course in pure Mathematics embraces nine terms, distributed as follows: Algebra, three terms; Geometry, two terms; Trigonometry and Surveying, two terms; Analytic Geometry, one term; Calculus, one term. Of these, three terms, including Algebra to Series and Plane Geometry, are required for admission into the Freshman class; the remaining six terms are included in the College Department, covering the Freshman and Sophomore years.

See also courses of study and electives.

In teaching the pure mathematics, especial attention is directed to the value of the study as a means of training the logical faculties. Constant stress is laid upon the steps of reasoning which underlie the various processes; and it is insisted that the principal business of the college student of mathematics is to apprehend these clearly.

Power to apply the principles is tested by a wide range of exercises drawn from various sources, and adapted to the capacity of the student.

A part of the spring term in the Freshman year is devoted to the subject of land surveying and to other applications of Trigonometry. This work is important as giving good examples of the utility of mathematical science in its practical applications. The department is in possession of an excellent set of surveying instruments, including a transit, level, rod, and other necessary appurtenances. These are in frequent use by the students.

Electives.—In this department the following electives are offered: Differential Equations Statics and Dynamics;

Elliptic Functions; Spherical Harmonics; Quaternions; Determinants; Mathematical Optics; Least Squares; and Astronomy.

GREEK.

PROFESSOR SUPER,

ASSOCIATE PROFESSOR DUNKLE.

It is the aim of this department not only to teach students to read the authors commonly read in colleges, but also to make them acquainted as far as possible with the literature and life of the ancient Greeks. In teaching the language, especially that of Homer, constant attention is called to the words related to other languages, particularly Latin, German and English; and the laws of consonantal mutation are explained. Especial prominence is given, as the student progresses, to the following points: First, form; second, vocabulary; third, relation to cognate languages; fourth, literature and history. The ear is regarded as equally important with the eye in the interpretation of words. When possible, some entire work of an author is read, as it is thought a more lasting and more satisfactory impression will thus be made upon the mind of the student than by the use of selections only.

It is a well-established principle in the study and teaching of the ancient languages that they should be made, as far as possible, the basis of a study of antique life. The Greek language embodies the experience of the most remarkable people of antiquity—a people whose achievements in literature, in the arts, and in government have been, and doubtless will continue to be, inexhaustible sources of profitable instruction. It is here claimed that a study of the Greek language, together with all that should properly be taken in connection therewith, will contribute the most important element of a liberal education.

Before admission to the college class in this department, the student must be fairly familiar with the Greek grammar and have read three books of the Anabasis and three books of Homer's Iliad.

The Freshmen read about seventy-five pages of Herodotus in Goodwin's Greek Reader; nearly the same number of pages in Winans' edition of Xenophon's Memorabilia; and the Apology and Krito of Plato entire.

Works of Reference: Hadley's and Goodwin's Greek Grammars, Goodwin's Greek Moods and Tenses, Liddell & Scott's Greek Lexicon, Anthon's and Smith's Classical Dictionaries, Autenrieth's Homeric Dictionary, Ginn & Heath's Classical Atlas.

ELECTIVES.—Students who wish to pursue the study of Greek beyond the regular course can be accommodated with three exercises per week for three terms, the subjects to be studied, or the authors to be read, to be selected by the professor. The following is the general programme: As the Freshman year is devoted to a review of the Syntax, the Accidence of the Greek language in general, the student is prepared to take up the study of masterpieces, either in oratory, philosophy or poetry, with special reference to the characteristics of each. With these ends in view, one or more terms may be given to one or more of the Attic orators, to one longer and two shorter Platonic dialogues, or to some of the principal dramas. One elective term in Greek history is offered, and one in Comparative Philology.

PEDAGOGICS AND PHILOSOPHY.

PROFESSOR GORDY.

It is the aim of this department to prepare students for the profession of teaching. Such preparation requires (1) a vivid conception of the true end of education; (2) a knowledge of, and a practical acquaintance with, the right method to be used in attaining that end; (3) a knowledge of the principles upon which those methods are based; (4) a true conception of educational values; (5) a broad range of scholarship and general culture. Every opportunity is improved to impress upon students the fact that the object of education is not primarily the communication of knowledge, but symmetrical development of the powers of the mind. It is a

prominent object of instruction in the history of education to make the history of nations illustrate on a grand scale the fact that defective and stunted types of civilization are largely due to false educational ideas. The belief is that students will be helped in this way, as they can in no other, to a true conception of what education should be, and to a realization of its transcendent importance. It is an equally prominent object of instruction in the history of education to help students to gather from the theories of the great educational reforms those principles which may fairly be claimed to have universal validity, and to have a place in the science of pedagogy.

As a further preparation for the science of education, psychology is studied with great care. After a careful and critical study of the history of education and psychology has familiarized students with the true idea of education and the principles upon which intelligent efforts to attain it must be based, instruction is given in the science of education—which is but the systematic and orderly statement of the principles with which at that point students are already familiar—and also in methods.

If the primary end of education is development of faculty rather than the communication of knowledge, the question which Spencer regards as first in logical order in the theory of education, "what knowledge is of most worth?" is not first, or even second. The question is, what faculty is of most worth? What stress shall be laid upon the culture of the various faculties of the mind in order to attain the true end of education, the symmetrical development of the entire man? And the second is, what is the education value of the various studies in the curriculums of our schools and colleges? In other words, what is their capacity when rightly studied to contribute to this end? This is deemed an important part of the theory of education, and the attempt is made to give students so definite an idea of it as its great difficulty and complexity admit.

And no opportunity is neglected to impress upon students the fact that the highest success possible to the teacher

can not be obtained by the pedant, however scholarly he may be, and however profoundly he may have studied the science and art of education. The effort is constantly made to make them feel that to succeed as teachers, they must be men with a broad range of sympathies, interested in all that concerns men.

While these ideas may be said to shape the methods of instruction in this department with all classes, very different degrees of prominence are given to them under different circumstances, the attempt being made to have regard to the needs and development of students. The Department of Pedagogy, as at present organized, has two courses—a short course about equal in length and thoroughness to that of the best state-normal schools in the country, and a long course, leading to the degree of Bachelor of Pedagogy, and fully equal in thoroughness and culture value to any of the other courses offered by the college. The great object of instruction in the Department of Pedagogy, in the shorter course, is to give students as vivid an idea as possible of the true value of education, and a living knowledge of the being to be educated—"the living, learning, playing child." Textbook instruction in psychology is constantly supplemented by reports of observations of children, and students are daily asked to report observations that illustrate the matter in hand—or indeed observations of children in general. The attempt is made to interest students in children as deeply as possible, since all true methods of teaching have their roots in the nature of their minds.

The history of education in the shorter course aims, (1) to interest students in the lives and labors of the pioneers of educational thought, and (2) to emphasize those theories that seem to be of a practical character to-day.

Pedagogy proper, in the shorter course, is largely a study of methods. The subject is taken up in the last term of the year, after psychology and the history of education have been pursued, and it is one of the chief aims to fix and organize the practical suggestions and hints that have been made in connection with those two subjects.

In the longer course, the department aims to keep constantly in mind that it is dealing with those who are to be leaders of educational thought. The aim is to teach Psychology with such thoroughness that those students who afterwards become superintendents may teach it intelligently to their students, and at the same time learn all that it has to teach concerning the principles that underlie all correct methods of teaching.

Students are urged and stimulated to accept nothing on the authority of the text-book when it can be at all avoided. An important aim of the instruction is to encourage them to verify as far as possible the statements of their author—to induce them, in a word, to study the *subject*, and not simply a book about the subject.

The history of education in this course is divided into two parts: First, a study of educational ideals, and ideas and theories and systems and institutions of the past as they have appeared in the great nations of the world; and second, a study of contemporaneous systems and institutions—state and city school systems in this country, American colleges and the systems of England and France and Germany. It is a chief aim of this department to train students of education to develop an interest in, and an aptitude for, the study of the subject that underlies all others. Students are made to feel that the varying educational systems and institutions all over the world are so many experiments in the great educational laboratory, and that society has the highest possible interest in knowing precisely what these experiments teach. It is made a part of their work to make studies of educational subjects, the results of which are read before the class and thoroughly criticised by them.

The study of the history of education proper is to a large extent a study of the intellectual development of the world, since the history of education is the history of one of the most important factors of that development.

The science of education in this course aims to take a survey of the entire subject—aims to put students at the point of view where they have a keen appreciation of such

practical problems as courses of study, school architecture, superintendence, etc., as well as to give them a clear grasp of the principles and methods that naturally follow from the laws of the mind. And here, as everywhere, the aim is to keep as close to life as possible—to illustrate the various conclusions reached by an appeal to the actual experience of some part of the world, wherever that is possible.

Such studies have this term — Fall — been made in the school systems of Ohio, Pennsylvania, New York and Massachusetts.

PHILOSOPHY.

The chief aim of instruction in this department is (1) to give students a clear comprehension of important philosophical problems, and, (2) to develop the power of independent thought. "What does the author say?" is always followed by "Is it true?" It is a constant effort to fill students with a Socratic dislike of the conceit of knowledge without the reality—to make them, in a word, philosophers in the original sense of the word—searchers after truth. It is scarcely necessary to add that no attempt is made to teach them a cut-and-dried philosophical system, but to develop in them such tastes and aptitudes as will enable them to think out their own answers to important philosophical questions. The History of Philosophy is taught only as an elective, the department holding that a study of Philosophy itself must precede any profitable study of its history. The work in philosophy is always based on the work of some great mind —this year on Descartes' Method and Meditations.

ETHICS AND PSYCHOLOGY.

PROFESSOR LE ROSSIGNOL.

Detailed statements of the work done in this department will be made later.

RHETORIC AND ENGLISH LITERATURE.

PROFESSOR BOUGHTON.

The work of this department is intended to accomplish two objects: first, to cultivate the art of expression, oral and written; second, to give the student a practical knowledge of

American and English authors--their biographies, their places in history, and their merits as established by the best literary criticism. The art of expression is cultivated by extensive reading from the best English models, by practice in original composition, and by daily drill in public speaking Thus are secured the fullness, accuracy and readiness that distinguish the scholar.

The methods employed are of the most modern type. For young and less mature students, the laboratory method has its advantages. It is employed in the elementary work in rhetoric and literature. Some brief text is used merely as an author, while for his general information, the learner is sent to the library. In advanced classes, the masterpiece method is found most satisfactory. For mature collegiate students and for post-graduates, the seminary method is most valuable.

Preparatory to collegiate work, the student must show proficiency in the use of English, and must understand the elements of Rhetoric. In the Classical, Philosophical and Pedagogical courses, two terms of collegiate work in English are required; in the Scientific course, only one. In order to accommodate those who desire to specialize, the following courses of instruction are offered:

COURSE I. RHETORIC.

First Term (5): 1. Gilmore's Outlines of Rhetoric; 2. A Study of Style.

Second Term (5): 1. Kinds of Composition—Narration and Description as treated in Genung's Rhetoric; 2. Versification—Corson's Primer of English Verse; 3. A Study of Poetry.

Third Term (5): 1. The Essay; The Oration.

The above course is open only to advanced students. A knowledge of the elements of logic and psychology is required preparatory to this work.

COURSE II. BEGINNING LITERATURE.

First Term (5): 1. Brooke's Primer of English Literature to page 71; 2. Readings from Chaucer.

Second Term (5): 1. Brooke's Primer, pp. 71–144; 2. Readings from Shakespeare, Milton, Dryden, Pope, Addison, etc.

Third Term (5): 1. Brooke's Primer completed; 2. Readings from Johnson, Goldsmith, Burke, Burns, Scott, Bryant, Dickens, etc.

In 1893-4, a similar course in American Literature will be substituted for the above. While the work is designed for Freshmen, the two courses may be substituted for the Latin in the short Pedagogical course.

COURSE III. JUNIOR LITERATURE.

First Term (5): American Men of Letters; Masterpieces from Irving, Cooper, Bryant, Longfellow, Hawthorne, etc.

Second Term (5): English Men of Letters; Masterpieces from Morris, Swinburne, Newman, Macaulay, Eliot, Dickens, etc.

Third Term (5): English Men of Letters; Masterpieces from Goldsmith, Burke, Johnson, Bunyan, Dryden, Chaucer, etc.

COURSE IV. LITERARY SEMINARY.

1. *For Seniors.* Every student electing this work shall be required to make an exhaustive study of one or more of the heavier English or American authors; such as Shakespeare, Milton, Browning, Carlyle, Ruskin, Emerson, etc. The result of every term's work shall be embodied in a thesis of not less than five thousand words. Credit shall be given for the time actually expended upon the work at the rate of one hour credit to every three hours thus employed.

2. *For Scholars and Post-graduates.* In 1892-3, the scholar in English has been assigned the following course: First Term, Lecky's England in the XVIIIth Century, as a basis for the study of the Literature of the period; Second Term, A study of Richardson, Fielding, Smollett, Johnson and Goldsmith; Third Term, A study of Thomson, Gray, Cowper and Burns; Finally, A thesis upon Realism and Idealism in XVIIIth Century Literature.

Instruction in this department assumes that every age ought to produce its quota of eminent writers. Wherever, therefore, it is practicable, lines of creative work will be projected for post-graduates. To stimulate effort and originality, there are the Emerson biennial prize of $120 for the best original poem, and the Trustee prize of $100 for the best prose essay. Both will be awarded in June 1893. For details see pages 40 and 41.

CHEMISTRY AND PHYSICS.

PROFESSOR STINE,*

ASSISTANT SNOW.

CHEMISTRY.—An excellent laboratory equipment offers unusual facilities for practical work. Students enter the laboratory at once, and work continuously during the course. Frequent recitations give opportunity for comparison and correction of the work done, and chemical principles are arrived at from data obtained in the laboratory. Experiments are carefully arranged to secure this end, and conveniently bound bulletins containing directions for performing these are issued by the department. They are used as supplementary to Remsen's series of text-books.

Candidates for a diploma in the shorter Pedagogical Course will be required to take the prescribed one term's elementary work, and will not be permitted to take the advanced work as a substitute for both.

In the Junior year two terms are devoted to the study of general chemistry, and one term to the most important compounds and reactions of the elements embraced in qualitive analysis, serving as an introduction to this study which constitutes the work of the fourth term. In case of the election of the qualitative analysis course both terms must be elected as the work is consecutive, and, except where special provision is made, arrangements to this effect are to be made before entering the course.

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*At the end of the present year this department will be divided, Professor Stine retaining the Physics.

To students having finished qualitative analysis, the following electives are open:

1. Medical Chemistry, Urinary analysis.
2. Quantitative analysis by gravimetric methods.
3. Organic Chemistry.

A deposit of one dollar to cover excessive breakage will be required before a desk can be assigned in the laboratory. An individual account will be kept, and a reasonable amount of breakage allowed. If this is not exceeded, the entire deposit will be returned upon the completion of the work.

Physics.—For the Classical, Philosophical, and the shorter Pedagogical Courses, one term on this subject is required. Since formal text-book instruction is not advisable in preparatory work, owing to insufficient mathematical preparation, the plan adopted in the chemical classes will be adopted as far as practicable. An elementary physical laboratory manual will be used, and especial attention devoted to experiments involving measurements.

This work will be directed towards imparting clear ideas of the fundamental conceptions of matter, the elementary laws of mechanics, the conceptions of force, energy, work, etc., together with outlines of the subject of heat.

The thorough study of physics is comprised in the advanced course. This is required throughout the Junior year of the Bachelor of Science course, and may be taken by students in the other courses who have the necessary mathematical preparation. In all cases, unless previously taken, the Junior course in chemistry must be begun in connection with this work in physics.

Frequent references will be given to works bearing on the subjects discussed. Laboratory work will be assigned from time to time, attention here being given to obtaining accurate results rather than attempting many physical processes. The laboratories are supplied with sufficient apparatus for general physical work, and are adapted for thorough work in optics and electricity.

The first term will be devoted to the elements of mechanics and the conceptions and properties of matter, the laws of

fluid and gasses; the second term to light, sound and heat; the third to electricity and magnetism.

Sufficient mathematical preparation will in all cases be insisted upon, and no student can enter upon the advanced study of physics without completing the mathematics of the first two years of the Bachelor of Science course. Students electing analytical mechanics will be excused from the first term of the advanced physics. A number of electives are open to those who have completed this work.

THE COURSE IN ELECTRICAL ENGINEERING.

The rapid development of electricity for purposes of light and power, and its general introduction into nearly all sections of the country, has created a great demand for men well qualified in this branch of engineering. This profession now offers more inducements to young men, and the chance for rapid promotion is greater than in almost any other field; this condition of affairs will doubtless prevail for many years to come. The thoroughly educated man who combines practical experience with the theoretical knowledge of electricity and magnetism is in special demand, as many of those now engaged in this vocation are but poorly fitted for its duties. The University possesses a model incandescent electric light plant of considerable size for an isolated station. This is used for lighting the buildings and campus, with the design to extend to the student, in the electrical course, practical training in the construction, operation and care of electrical and steam machinery.

The power plant consists of a twelve horse-power automatic engine built by the Racine Company, of Racine, Wis., and a horizontal steel boiler, of the latest type, made by the Erie City Iron Works. This engine furnishes the power for two Thompson-Houston dynamos and one Westinghouse on the United States system. The switch-board is completely equipped with rheostats and instruments for measuring current and potential. The switches and fittings on the board have been constructed by the students in our own shops. The wiring and general work of insulation is done by them as

well, and they are in this way afforded an excellent opportunity to obtain practice putting in electrical plants.

The electrical profession requires a certain amount of mechanical ability and training in the use of tools and machinery for working both wood and metals. The department is provided with two shops. One contains two Barnes' lathes—a back-geared, screw-cutting lathe for working metals; the other a speed lathe for drilling and turning wood and brass. The outfit of tools is unusually complete, and additions are being constantly made. Adjoining this is a carpenter shop with a full set of tools for working wood. Several hours each week are devoted to shop work, and instruction is given in the use and management of tools. There is no better method of mastering the operation of apparatus than to construct it. It is intended in the course of the year to design and make representative pieces of apparatus, such as switches, galvanometers, small motors, dynamos, etc No merely theoretical knowledge of electrical machinery is equal to that obtained in its construction. The ability to design and construct such machinery, to preserve the proper relations of the several parts in fitting them together, and overcoming difficulties that may arise in embodying one's idea, has a high educational value, aside from its practical aspect

The theoretical portion of the course will embrace reference to the leading treatises and text-books on electricity and magnetism and the machinery employed for lighting and power. This will be collateral with a series of lectures extending through the year. Current periodicals will be placed on file, and the students required to read them, and frequent attention will be called to articles of especial importance.

The engine will be fitted with an indicator and a study will be made by this means of the most efficient working of the steam plant and the correct adjustment of the various parts of the engine. The laboratory course will be extensive and embrace all the necessary measurements and determinations.

We feel that it is not saying too much when we make the claim that the Ohio University possesses an electrical equipment which for its extent and value, is not surpassed by any collegiate institution, and it will be our aim to keep it in the front rank in this direction.

Through the kindness of the management of the Athens Electric Light and Power Company, students are allowed to assist in turn in operating the station; learning under competent supervision the firing and care of the boiler, and to operate the pump and injector, the engine, dynamo and switchboard. This is continued until they are competent to operate and care for the entire plant.

THE REQUIREMENTS FOR THE ENGINEERING COURSE.—No one will be admitted to the course without sufficient mathematical preparation. The mathematical theory of electricity must be taken in the mathematical department, as well as the course in advanced physics; this rule to be ad hered to except in the case of special students.

MECHANICAL DRAWING—The instruction in drawing will extend through the entire year. It will be required of those taking elective work in electricity during the entire time allotted to the subject.

It is intended that the mechanical drawing follow a course in free hand drawing, and it is desirable that this be as thorough as possible.

Considerable attention will be devoted to the use and care of instruments, and the elements of geometrical drawing and shading. This to be followed by mechanical exercises on the screw, bolts, rivets and similar machine elements, and the drawing of parts of machines with special reference to proportions. The applications of drawing will be illustrated by making designs of pieces of machinery from actual measurements, and by their use in shop and laboratory work.

The course will be concluded by a study of machine design and construction with especial reference to the steam-engine and the dynamo.

This department will claim the privilege of retaining any especial meritorious drawings for the purpose of establishing a collection. Due credit will in all such cases be given for the drawings.

Among the works of reference used are Rose, Mechanical Drawing; Low, Machine Design; Unwin, Machine Design; Minifie, Mechanical Drawing, and the Franklin Institute Course in Mechanical Drawing.

FEES.—For students taking chemistry, a laboratory fee of from $2 to $3 per term will be charged, and those taking electrical work will be charged a sum not exceeding $10 per year.

Special students in mechanical drawing will pay one dollar per term.

BIOLOGY AND GEOLOGY.

PROFESSOR CHAPIN.

Students in all the preparatory courses have been required to pursue the subject of Physical Geography in this department, though the study is treated in as broad a manner as time and facilities will permit. Work in Physics is not presupposed, but, as some knowledge of physical laws is essential to a fair comprehension of the subject matter, several lessons are devoted to this branch at the outset, accompanied by a few experiments. During the term, talks are given upon animal and plant life, and some simple geological principles are discussed. For practical work in Meteorology, each student is required to keep a daily record of the barometer and thermometer, prevailing wind, etc., and to prepare barometric charts for examination. Work is also offered in clay modeling.

The work in Zoology being assigned to the winter term, use is made of alcoholic and dry specimens of animals that have been collected earlier in the year from the streams and fields of this locality, to which are added a liberal supply of marine types. The student enters the laboratory at the very start, and such types are placed before him for examination and dissection as will lead him, step by step, to correct habits

INTERIOR OF CHAPEL.

of observation, by which he is enabled to comprehend the close relations of one form of life to another. As this work is in progress, the subjects under examination are freely discussed, and, on the completion of each dissection, the student is examined upon the work done. Drawings are required of the different parts and organs, in all cases. After a course in the laboratory, the subject of classification receives more careful attention, all the branches of the amimal kingdom being taken up in their order.

The course in preparatory Physiology aims to give a good general knowledge of Anatomy and Hygiene, and the functions of the different organs. Occasional dissections are performed before the class, and some laboratory work is required of all. In the collegiate course, this subject is studied by more advanced methods. Osteology receives close attention, and each student is expected to do much work in dissection, besides making a practical study of a few histological structures. Physiological principles and theories are discussed according to the latest investigations, and experiments will be performed in the laboratory, which is well equipped for physiological investigations. The department is further supplied with a valuable skeleton and superb French anatomical models. (For more advanced work in Anatomy and Physiology, see Preparatory Medical Course.)

Elementary Botany is required in the Preparatory Pedagogical Course only, though many from the collegiate courses pursue this study. Work begins with an observational study of germinating plantlets, all students being required to sow the seed of several representative plants, and to make careful drawings of the different stages of growth. Leaves, roots and stems are studied from the objects as far as practicable, and careful dissection of certain typical flowers precedes the regular work of Systematic Botany. As time permits, the student is given some insight into the microscopic structure of plants by practical work in the laboratory. An herbarium of not less than forty plants will be required of all. In the collegiate course, the student is set to work at once with the microscope, the object being to secure a

knowledge from actual observation of the general anatomy and physiology of plants. This is followed by work upon the Cryptogams, and all will be encouraged to make some special investigations for themselves.

The University is thoroughly equipped for work in General Biology, a required subject in all the collegiate courses. A new biological laboratory has just been completed and fitted up with modern apparatus, including a steam sterilizer, fine optical appliances, dissecting instruments, water bath, paraffine bath, etc. The student is given practical training in Microscopy, and is taught the processes of staining and how to prepare permanent mountings. It is the intention to give a thorough knowledge of the structure and mode of growth of typical plant and animal forms, and the laboratory work will be accompanied with lectures, in which the composition of organisms, methods of reproduction, development and other biological subjects will be discussed.

At an early stage of the work in Geology, such objective study of minerals is pursued as will enable the student to comprehend the composition of rocks, which is next taken up. To supplement the text, lectures are given from time to time upon dynamical, structural and paleontological Geology, and these subjects are further studied in the field. Work is also offered in determinative Mineralogy. A large cabinet of minerals is open at all times to the student of Geology.

Works of reference: Bessey's Botany, Goodale's Physiological Botany, Gray's Structural Botany, Strasburger's Manual of Vegetable Histology, Goebel's Outlines of Classification and special Morphology, DeBary's Comparative Anatomy of Phanerogams and Ferns, Huxley and Martin's Biology, Sedgwick and Wilson's Biology, Claus and Sedgwick's Zoology, Packard's Zoology, Landois's Physiology, Foster's Physiology, Schäfer's Essentials of Histology, LeConte's Elements of Geology, Dana's Manual, Dana's Mineralogy, Crosby's Mineralogy, Lyell's Principles of Geology and Government Reports.

PREPARATORY MEDICAL COURSE.

It is desirable in many cases that students looking forward to the medical profession should, after spending four years in collegiate work, be admitted to advanced standing in the medical schools, whereby a year's time may be gained. With this object in view, the department of Biology now offers such work as is, in conjunction with Physics and Chemistry, recognized by the best of these schools the full equivalent of a year's professional study. The department of Physics will furnish abundant opportunities for the work required in that direction, and at the beginning of the next academic year the department of Chemistry will co-operate. The biological work at the very outset will be suited to the needs of the medical student. To this end, it will begin with General Biology. This will be followed by a comparative study of animal forms and of phanerogamic and cryptogamic plants. The development of some vertebrate will be closely studied and preparations of embryos required of each student. Throughout the course, close attention to laboratory work will be insisted upon. Practical instruction will be given in the preparation of microscopic objects, and the student is taught the technique of section cutting and mounting. A practical knowledge of Human Anatomy is obtained from the careful dissection of some mammal, the many resemblances to the anatomy of man, and the few differences, being continually referred to. Arrangements have been made with the large Insane Asylum located in Athens, whereby students of the University are allowed to attend post-mortem examinations and to assist in the work. Newly purchased apparatus affords excellent means for experimental work in Physiology. The laboratory is provided with modern apparatus for accurate investigation of disease germs, and the student is therefore required to do practical work in the all-important subject of Bacteriology.

Among the works of reference to be found in the library may be mentioned Gray's Anatomy, Quain's Anatomy, Landois and Sterling's Physiology, Foster's Physiology, Foster

and Langley's Practical Physiology, Foster and Langley's Embryology, Balfour's Treatise on Comparative Embryology, Wilder and Gage's Anatomical Technology, and Wiederscheim's Comparative Anatomy.

The following subjects are comprehended in this course:

General Biology,	Physiology,
Zoology,	Structural and Systematic Botany,
Mammalian Anatomy,	Vegetable Histology,
Human Anatomy,	Embryology,
Histology,	Bacteriology.

LATIN.

PROFESSOR EVANS.

INSTRUCTOR CONAWAY.

In the Preparatory Department Romæ Viri Illustres is read instead of Cæsar, as experience has proved that short anecdotes and biographies create in the students greater interest in the study of Latin. This interest is kept up through the lower courses by selecting similar stories and biographies for sight-reading and composition.

As students learn a language by using it rather than by parsing its words, our students are required to do much sight-reading, and to turn a great deal of Latin into English, and English into Latin.

To enter the Freshman Class, students must pass examination in Romæ Viri Illustres, Seven Orations of Cicero, and the first six books of Virgil's Æneid, or an equivalent. Great attention is paid to the idiomatic use of English in translating. Indeed, every recitation is made a lesson in English.

In the College Course, Horace, Livy, Tacitus and Juvenal are studied with reference to the language, style and thought of the author, and the social, political and religious customs of the people and of the times.

During the Freshman year one hour a week is devoted to Roman History, with "Mommsen Abridged" as text book.

Post-graduate work, similar to that offered under Greek, is offered also in this department.

This year four hours a week is given to Roman History, with Mommsen, Ihne, Duruy, etc., as manuals.

In the whole work we aim to impress upon the minds of the students that Latin was the language of a moral and practical people, who left their mark on the world in matters of law and government; and that "Rome is the center of our studies, the goal of our thoughts; the point to which all paths lead, and from which all paths start again."

Books of reference: Allen & Greenough's, Madvig's and Roby's Latin Grammars, Harper's Lexicon, Anthon's and Smith's Classical Dictionaries, Ginn & Heath's Classical Atlas, and Labberton's Historical Atlas.

ELOCUTION AND ORATORY.

CATHERINE A. FINDLEY, INSTRUCTOR.

The design of this department is to make good conversationalists, good readers, good speakers. The ideal speaker must not only instruct his hearers, but he must persuade them and move them to action. His power, apart from the importance of his subject, lies in his personal magnetism, which depends largely on the measure of his sympathies. That which the speaker has to impart to his audience of *his personal experience at the time of speaking* persuades his hearers and moves them to action.

The constant effort made in the reading lesson to put ourselves in rapport with the author, to see what he sees and to feel what he feels, develops and controls our own imaginative and emotive powers. Our voices and our bodies become instruments of communication between us and our hearers. Now, then, comes the need for training. Believing that the voice is simply a medium for the soul's emotions, we develop it to its greatest extent of power, flexibility and beauty, that it may more powerfully set forth those emotions.

But we do not stop here. There is a language more eloquent than words—the language of the eye, the hand, the

plastic form. Nor can these be separated from the voice. When we are stirred to speak, the face lights up, the chest expands, the whole body becomes infused with new life, and speaks a language more eloquent than words.

That master of expression, Francois Delsarte, spent his life in the study of human nature as exhibited in unconscious action—especially of the Southern nations, who gesticulate more freely than we do—and from that study he deduced a method by which we train the whole muscular system to respond to every change of the soul's emotions.

The course, then, will include, in connection with the study of literature, the development of the voice and the training of the form according to the Delsarte Method.

First Term.— Physical culture, development of the voice, inflection, phrasing and expressive reading, using Monroe's Sixth Reader as a text-book.

Second Term.—Development of the voice, articulation and pronunciation, with use of the same text-book.

Third Term.—Æsthetic gymnastics for relaxing, energizing and directing muscular force; gesture begun; the use of a dramatic classic as a text-book.

Fourth Term.— Gesture continued with use of a dramatic classic as a text-book.

Two declamations or orations per term will be required from each student.

An elective consisting of the dramatic rendering of the Shakespearian drama will be offered during the middle term of the Senior year to those who have completed the courses in Literature and Elocution.

MODERN LANGUAGES.

KATE CRANZ, INSTRUCTOR.

Modern Languages are taught from a practical standpoint. Our object is to secure three things; facility in translation at sight, and as wide a range of reading as is possible in the time allowed; some study of the literature of

each language; and practice in translation from English into the foreign tongue, with a training of the ear by conversation.

The required work in this department is six terms of German and three of French, for all students in the Philosophical and Scientific Courses; three of German or French for all in the Classical Course; and, if elected, three of German or French for all in the Padagogical Course.

All advance work in German is based on a thorough knowledge of the grammar and an ability to read narrative prose with ease. No abridged method of any kind is used, and all examinations are held in German. The work for the ensuing year is as follows:

PREPARATORY GERMAN.

First Term.—Grammar and Written Exercises, five hours per week.

Second Term.—Grammar, two hours per week; Translation, three hours.

Third Term—Translation, three hours per week; Composition, one hour; Conversation, one hour.

COLLEGIATE GERMAN.

First Term.—Translation, two hours per week; Composition, one hour; Conversation, one hour.

Second Term.—Translation or Reading, five hours per week.

Third Term.—Translation or Reading, five hours.

The Preparatory reading will be selected from the following works: Grimm's "Mærchen," Hauff's "Mærchen," Plœnnie's "Prinzessin Ilse," Gellert's "Fabeln und Erzæhlungen," and Heine's "Gedichte."

For the Collegiate work, selections from the following will be chosen: Gœthe's "Reinecke Fuchs," Schiller's "Maria Stuart," Lessing's "Nathan der Weise," Heine's "Die Hartzreise," Scheffel's "Ekkehard."

FRENCH.

First Term.—Grammar and Written Exercises, five hours per week.

Second Term.—Grammar, two hours per week; Translation, two hours.

Third Term.—Translation, four hours per week.

ELECTIVES—IN GERMAN:

First Term—Critical reading of Schiller's Wallenstein, with the private reading of selections from German History.

Second Term—Critical reading of Scheffel's Ekkehard, with the private reading of selections from Modern Fiction.

Third Term—Critical reading of Gœthe's Faust, with the private Reading of selections from German Poetry.

ELECTIVES—IN FRENCH:

First Term—Critical reading of Corneille's Polyeucte, with the private reading of Hugo's Ruy Blas.

Second Term—Critical reading of Hugo's Quatre vingt-treize, with the private reading of selections from French History.

Third Term—Critical reading of De Vigny's Cinq Mars, with the private reading of selections from Modern Fiction.

DRAWING AND PAINTING.

SARAH STINSON, INSTRUCTOR.

It is the aim of this department to give a practical knowledge of art, and to lead pupils, through the cultivation of their observing powers, to an appreciation and love of the beautiful as found in nature and as expressed in the handiwork of man. As form study and drawing furnish the foundation for this course of instruction, special attention is given to that part of the work. Charcoal is the medium chosen, and all drawings must be made from the object. Pencil and pen and ink may be used in the advanced grades. Clay is furnished, and one afternoon in each week may be devoted to modeling.

The course of instruction is as follows:

DRAWING.

First Grade.—(1) Outlines from geometrical solids. (2) Shaded studies from geometrical solids. (3) Outlines

and shaded studies from still life. (4) Outlines and shaded studies from features.

Second Grade.— (1) Outlines from elementary blocked heads. (2) Detached features of the face, hands and feet in outline. (3) Detached features of the face, hands and feet shaded.

Third Grade.— (1) Outlines from advanced blocked heads. (2) Masks in outline. (3) Masks shaded. (4) Busts in outline and shaded the size of the original.

Fourth Grade.— (1) Outlines from life. (2) Shaded studies from life.

PAINTING.

First Grade.—Still life objects, single and in groups.

Second Grade.—Still life and draperies.

Third Grade.— (1) Studies from nature. (2) Studies from life

PREPARATORY DEPARTMENT.

ELI DUNKLE, A. M., PRINCIPAL.

This department is designed to prepare students for the regular course of the college. Students are also received who wish to pursue elementary studies, even though they may have no intention of entering upon one of the higher courses.

Candidates for admission to this department must furnish satisfactory evidence of good character, and must pass examination in Geography, Arithmetic as far as percentage, English Grammar as far as syntax, and all studies of the courses lower than those which they wish to pursue. Much of the instruction is given by the regular college professors.

Persons who have certificates from county examiners in Ohio will be admitted without examination in the subjects named in the certificates. But students who expect to graduate from the Normal Department, must give evidence that they are thoroughly familiar with the common school branches. Opportunity is offered every term for reviewing

some or all of these. Additional information of interest to those who contemplate entering this department will be found in other parts of this catalogue.

SUMMER TERM.

Experience has shown that a considerable number of young persons desire to profit by such opportunities for instruction as can be offered during the months of July and August. Accordingly, a summer term will begin July 10, 1893, and continue seven weeks. For this term of seven weeks the tuition will be six dollars, or for less than the entire term, one dollar per week. Most of the classes in the Preparatory Department but especially those in the common branches, will be organized during this term and will receive the same attention as during the rest of the year. Those students who have done advanced work or propose to do so, but who feel the need of reviewing the elementary branches will do well to avail themselves of this opportunity. Students who desire to pursue advanced subjects during this term will be accommodated as far as possible; and will receive credit for them in the same manner as if taken at any other time of the year. For further particulars address

THE PRINCIPAL.

ALUMNI ASSOCIATION.

CONSTITUTION.

ARTICLE I. This Association shall be called the "Alumni Association of the Ohio University."

ART. II. The officers of the Association shall be a President, Vice President, Secretary, Treasurer, and an Executive Committee, consisting of three members, to be chosen annually.

ART. III. The annual meetings of this Association shall be held in connection with the Commencement exercises of the University.

ART. IV. The object of this Association shall be to cultivate fraternal relations among the Alumni of the University, and to promote the interests of our Alma Mater by the holding of social reunions, by literary exercises, or by such other means as the Association may, from time to time deem best.

ART V. Any member of the Faculty, and graduate of the University, also anyone who has spent three years in the college classes of the University, and been honorably dismissed, may, by the payment of one dollar and the signing of the Constitution, become a member of this Association.

ART. VI. This Constitution may be altered or amended at any annual meeting by a vote of two-thirds of those present at such meeting.

ART. VII. *Amendment.* The members of this Association shall each pay into its treasury an annual fee of one dollar, and the sum so paid shall be expended in defraying the expenses of the annual reunion.

OFFICERS.

E. J. Jones, Esq., *President*, Class of '73.
Eli Dunkle, A. M., *Vice President*, Class of '77.
H. E. Dickason, *Secretary and Treasurer*, Class of '77.

EXECUTIVE COMMITTEE.

Professor Dunkle, Class of '77,
Professor Evans, Class of 71,
Lillian E. Michael, B. Ph., Class of '84,
Margaret Boyd, A. B., Class of '73,
L. M. Jewett, Esq., Class of '61.

CONTENTS.

PAGE.

Alumni Association 75
Annual Contest 21
Bachelor of Arts, Requirements for Degree of 26
Bachelor of Pedagogy, " " " 29
Bachelor of Philosophy, " " " 27
Bachelor of Science, " " " 28
Board, Officers of the 5
" Executive Committee of the 5
Calendar for 1893 4
Commencement Exercises 1892 3
Commencement Exercises, Pedagogical Dept 22
Corporation 5
Collegiate Department, Commencement of the 23
" " Courses of Study in 26
Faculty 6
Honors Conferred, June, 1892 10
Preparatory Department, Courses of Study in 24
STUDENTS—
Collegiate Department 11
Preparatory Department 14
Special 18
Summary 20
Unclassified 19
GENERAL INFORMATION—
Apparatus and Cabinet 35
Admission 36
Buildings 31
Courses of Study 32
Degrees 38
Discipline 36
Emerson Prize Poem Fund, The 40
Expenses 39

General Information— PAGE
Electives....41
Location....30
Library and Reading-Room....32
Literary Societies....35
Maps and Charts....40
Methods of Instruction....36
Origin of University....30
Positions, About getting....42
Post-Graduate Studies, and the Degree of Ph. D....43
Religious Influence....38
Scholarships....45
Trustees' Prize....41
Detailed Statement of Departments—
Astronomy....50
Biology....64
Chemistry....59
Drawing....72
Electrical Engineering....61
Elocution and Oratory....69
English Literature....56
Ethics....56
Geology....64
Greek....51
Latin....68
Mathematics....50
Medical Course, Preparatory....67
Modern Languages....70
Pedagogics and Philosophy....52
Political Science....49
Philosophy....56
Physics....60
Painting....72
Preparatory Department....73
Psychology....56
Rhetoric....56
Summer Term....74

3 0112 105798935